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ABSTRACT

Guidelines are presented to aid junior high and high school social studies classroom teachers in developing and implementing history programs. Designed primarily for teachers in Nova Scotia, the guidelines can also help teachers in other locations develop basic history programs for grades seven through 12. The document is presented in seven sections. Section I presents a rationale for studying history and explains how history can help reinforce inquiry skills, communication skills, and cultural socialization. Section II enumerates general skills developed in history courses including reading, cooperation, participation, and cultural identification. Section III identifies historiographic skills including prioritizing facts, interpreting data, making value judgments, problem solving, developing hypotheses, and using research techniques. Section IV explores teaching methods (including group discussion, community projects, role playing, field trips, interviews, and learning packages) and evaluation methods (including research essays, document analysis, class participation, and essay and objective tests). Section V examines approaches to content by focusing on topics such as nationalism, power, imperialism, civilization, and historiography. Section VI outlines topics and presents objectives for teaching Canadian history, British history, and the history of western civilization at various grade levels. The final section presents a bibliography of books, audiovisual aids, and multimedia materials. A guide to social studies skills concludes the document. (DB)

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HISTORY

GRADES 7-12

TEACHING GUIDELINES

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PREFACE

These teaching guidelines have been developed to provide information and ideas that will be of practical benefit to classroom teachers of history, as well as to provide direction as to the course of study for the basic history program for Grades 7-12 in Nova Scotia.

These guidelines are not, nor do they presume to be, comprehensive or all-encompassing regarding the teaching of history.

It is hoped that in the near future, additional and supplementary programs in history will be available, particularly for the 'non-academic' student.

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PART I: WHY STUDY HISTORY?

Why have history in the Curriculum?

Education is a continuum of learning experiences that should lead to and enhance a life that contributes to society and is self-fulfilling for the individual. This implies more than the mastery of knowledge and skills; it means also the development of a set of values and a mature attitude toward society, and the fostering of initiative, spontaneity and creative effort through intelligent teaching.

Public education in its broadest sense should provide a learning environment for developing the following abilities: to think effectively, to communicate thought, to make relevant judgments, and to discriminate among values.

The study of history is a vehicle which can contribute significantly to the achievement of these aims.

Specifically, the student can gain certain

(A) Inquiry Skills, such as

(1) A desire to know and understand
(2) To differentiate between fact and opinion
(3) To reason and analyze
(4) How to develop and substantiate a constructive argument (i.e., hypothesis development and substantiation)
(5) To be able to draw comparisons, to generalize from one situation to another

(B) Communication Skills, such as

(1) How to read with understanding and discrimination for education and pleasure
(2) To develop the ability to express thoughts clearly and concisely, both orally and on paper
(3) To learn to listen and learn from others

(C) Cultural Socialization, involving

(1) Developing a concept of what it is to be a Canadian
(2) Developing an awareness of one's own place in society
(3) Developing an awareness of other people and their aspirations
(4) Developing an awareness of how the world got to be the way it is
(5) Developing an awareness of the futility of conflicts and a consequent appreciation of the need for co-operation between individuals and between nations

In the schools, history can contribute significantly toward the student's cognitive, social and cultural development, consistent with the aims and objectives of education as traditionally recognized.

History is the study of the real world, today and in the past, and how it got to be the way it is. To many, history is worth studying simply because it is interesting and entertaining.

PART II - GENERAL SKILLS

The History Teacher is also a Reading Teacher

One cannot escape the fact that to study history involves considerable reading. Frequently, a student's difficulties in history class are not the result of laziness or lack of intelligence, but of inadequate development of reading and study skills. Reading involves several skills and to the extent that a person has not mastered these skills he/she is bound to have difficulty in reading, hence difficulty in studying history.

As teachers, we must recognize that we are foremost teachers of children, not just teachers of history, and that the children we teach require the development of a wide variety of skills for future success. When we find that these skills have not been developed, it is our task to find ways to assist in their development. Some reading skills, of course, are very complex, and the teaching of such skills is best left to qualified reading teachers. Such skills require highly technical, diagnostic and instructional procedures in which history teachers are not normally trained. School systems should have trained reading teachers to do this work. However, in the area of reading comprehension, the history teacher can make a significant contribution to a young person's development. The teaching of this skill does not require any particular special training. Indeed, the teaching of the skills and concepts of history lends itself ideally to the teaching of reading comprehension.

Thus, one of the first tasks facing the history teacher is to recognize whether or not his/her students have the necessary reading skills to properly study history. The teacher is faced with two alternatives:

(1) How to teach history to those who have an impaired reading ability, or

(2) To use history class as a vehicle to improving the reading skills of those students.

English teachers are, of course, faced with exactly the same problem. Therefore, it is perhaps a good idea for the English teacher and the history teacher to combine forces to help the student overcome this very severe difficulty. Interdepartmental co-operation can be an exhilarating professional experience, one that is rewarding to teachers as well as to students.

The same comment could be made with respect to developing the writing skills of the student. For example, it would seem a more fruitful exercise to have one research paper written well as an interdisciplinary exercise than to have two badly done. The paper could be considered for both its content and style, and be graded by both the history teacher and the English teacher for a double 'mark'. This approach has been tested and proven on several occasions. The result can be a saving of time and a doubling of effort on the part of the student. At the same time the student experiences the gratification of producing a valid exposition couched in good English.

The school experience, from the point of view of the student, is considerably more productive if the student is obliged to develop only one skill at a time. This may appear so obvious as to be unworthy of mention, but the fact is that many assignments for skill development unwittingly ask the student to master several skills at once. For example, 'outline the most important ideas of each paragraph, then in one paragraph summarize what appears in your outline'. Such an assignment is fine if the student knows how to select main ideas, develop an outline, and write a summary, but if the final product is not satisfactory, does the teacher really know in which of the three skills the student is deficient? Moreover, does the student know his/her particular weakness, and is he/she in a position to be able to overcome it? Each skill must be tackled individually if the student is to develop it satisfactorily.

There should be a progression in skill development starting with the most simple, then progressing to the more difficult as mastery is achieved. Simple tests can be devised to determine the particular skill level of the student. For example, in terms of comprehension, the student could be given some simple sentences and asked 'who', 'what', 'when', 'where' and 'why' questions that indicate whether or not he/she can comprehend the main thought of the sentence. If success is achieved there, the same type of questions can be used for paragraphs. Another approach is an assignment wherein the teacher gives the students multiple choice options of subject and verb. The student's task is to select from among the options the subject and verb that best tells who, what, when, where and why of each paragraph. After assigning a few paragraphs this way, the teacher can then present options consisting of complete sentences. This, in turn, should be followed by a completion type assignment in which the student is given only the subject of the sentence which, when completed, will express the main idea. Only after the student has performed satisfactorily on these steps does he/she get the assignment which asks him/her to write 'from scratch' the main idea of the paragraph. Other assignments can show the relation of supporting ideas to the main idea.

In evaluating students on skill development, emphasis should be placed not on the particular behavioural level of the student, but on the progress that has been made since the last test. In other words, lesson scores should indicate the growth and improvement made by the student.

One of the factors contributing to the lack of development of reading skills has been the tendency of some teachers to ask test questions of such a nature that the student develops poor reading habits in preparing for tests. He/she gets questions on trivia, and so reads for trivia. He/she amasses a storehouse of details through the painstaking and slow process of dwelling on every word, often losing the ideas and concepts being developed or conveyed by the author. The student should be presented with an exerpt which he/she is required to read, and then he/she should be asked to restate the main point by the author; that is to say, expressing the idea in his/her own words and not simply repeating those of the author. Once the message is clear to the student, questions should be asked which cause him/her to react to the point. Such an approach is far more effective, both in terms of teaching concept and of teaching skills.

The use, or rather, the abuse of textbooks has sometimes led to the retardation of the development of reading skills. The history text is designed to provide a broad survey of history in as few words as possible. Frequently, such texts contain only the main ideas and conclusions with very little in the way of supporting evidence or arguments. Most expository texts require very little of the student. Rather, they present the opinion or interpretation of one individual. Thus, reading such a text is not a thinking exercise, and does little to help the student in building skills.

The teacher should never forget that the text can be a fine servant, but a poor master. We must use it and not allow it to use us.

In summary, history teachers must recognize that:

(1) It is the job of the history teacher to teach reading skills, particularly reading comprehension skills.

(2) The teacher should teach one skill at a time, progressing step by step to the more difficult skills as mastery is achieved.

(3) The teacher should not expect students who are being helped with reading comprehension to do the same assignments and tests as others who read at a higher level.

(4) The teacher should always reinforce the skills which have been learned by offering an opportunity to practice them.

(5) The teacher should not defeat his/her own purpose by asking the wrong kinds of questions on tests and assignments.

In conclusion, the history teacher must recognize that there are many students whose problem in the history class can be traced to

a problem of reading. If the history teacher will accept the responsibility of teaching reading comprehension skills, that teacher will greatly assist other teachers in the school to help poor readers. This, in turn, will help students generally in achieving greater success in their efforts at school. All too often the teaching of reading skills stops when the children leave elementary school, whether they have mastered the necessary skills or not.

Learning to Co-Operate, Participate and Contribute

In all school subjects, students should be given many opportunities to learn to work with others. Through such involvement and exposure with others, students learn to respect the rights and opinions of others. They learn to profit from suggestions and criticism and to give criticism in a constructive way. They learn the need for rules and the necessity of observing them. They learn to accept the role of leader or follower as the situation requires. They learn to distinguish between work that can be most efficiently done by individuals and that which calls for group effort.

Behavior Modification and Objectives

Behavior modification is the change which a person undergoes during a particular process. Classroom behavioral objectives are the goals or the level of learning or skill development which the teacher wishes the student to achieve in the particular course, unit or class.

Good teaching naturally assumes that the teacher has some particular goals or behavioral objectives for his students. And, indeed, most do. However, all too often, the teacher does not discuss these objectives with the student, with the end result that the student does not have an accurate perception of where he is supposed to be going. Only if the student knows the objectives does he know what is expected of him, what he should be able to do at the end of the course, unit or class, and how he will be evaluated on this work. Moreover, if he has objectives clearly in mind, he will be able to judge, to some extent, his own progress toward meeting these goals.

For best results, objectives should be stated in writing for the reference benefit of both teacher and student. Unit or class objectives should be considered often and not only at the beginning of the course. Not all skills are to be taught at once, and it is unlikely that students (or even teachers) could either distinguish or remember what objectives are to be achieved at what time, if all are stated only at the beginning.

Cultural Identity

To employ a piece of contemporary jargon, this would appear to be the great Canadian 'hang-up'. While there appears to be little difficulty in determining the cultural identities of Sparta, England or even the United States, Canadians seem to lose heart when the time arrives to determine their own. The secret of discovery lies in recognition, not only of the obvious, but of the somewhat more discrete subtleties which allow one to differentiate between cultures.

In the past, when communication between nations was often haphazard at best, most national cultures remained sufficiently well isolated that they could readily be identified. With the rapid growth in communications systems and the phenomenon of emigration and immigration on a global scale, such simple identification would seem, at best, a tenuous thing indeed.

We live in a society which is inclined to regard nationalism as a somewhat negative force and cultural chauvinism as an outright anachronism. These traits, then, are part of a national identity, rather than manifestations of lack of identity. Similarly, Canada is paradoxical in that each major segment of the country is to varying degree fiercely independent, while at the same time, completely accepting the presence of the central government.

The appreciation of the concept of cultural identity is, by our own experience, a difficult one. Its intricacies can be so great that it virtually denies inspection, yet, at the same time, the attempt must be made. It is incumbent upon the teacher to ensure that this exercise is objective, and that it does not deteriorate into a series of unfavourable comparisons between different cultures. After all, cultures can do no more than reflect the environments in which they have grown.

Finally, in teaching students to examine cultural identity, the teacher must be prepared to include, even encourage, the formulation of value judgments. It is not sufficient to ask what identifies a culture or even why a phenomenon is a mark of identification; we must also question the effect it has on the people it identifies, and those with whom they come in contact.

PART III - HISTORIOGRAPHIC SKILLS

General Definition and Introduction

As is the case with other fields of study, there are certain techniques or skills unique, or at the very least, fundamental to the discipline of history. These can be described as historiographic skills and techniques.

The old notion, so long prevalent in the schools, that the study of history consists of the arduous memorization and regurgitation of facts is simply not valid. Indeed, that this notion prevailed for some time perhaps largely explains why school history teachers have traditionally not been accepted within the community of historians by university historians. And, justly so, for such people were surely not historians.

The emphasis adopted in this guide is on teaching the discipline of history, including the particular skills and techniques which are used by the historian in plying his trade. It is incumbent on the history teacher, therefore, to be familiar with these techniques, and to attempt, systematically, to see that they are learned by the students. Such skills include a great deal more than the ability to memorize and recall facts. They include such things as the ability to discern a priority among facts, to interpret, to make value judgments, to develop hypotheses or to solve problems, just to mention a few.

This section will introduce some of the more fundamental historiographic skills.

Priority of Fact

Carr, in his little book on historiography entitled, *What is History?**, separates facts into two categories: facts of history and facts of the past. According to Carr, the former consist of those facts which have had an effect upon the course of history while the latter consist of facts which are true, yet have had no such effect. He qualifies

*Edward Carr, *WHAT IS HISTORY?* New York: Knopf, 1962.

this categorization by stating that reinterpretation can often cause a fact of the past to become a fact of history and vice versa.

Once a fact of history has been determined, it must be given the fullest expression possible which demands that it be put into some kind of relationship with other facts of history. As soon as two or more facts are under consideration, a new problem arises. Not all facts are equal. Some are more or less significant than others and it is incumbent upon the history student to determine the degree of significance. Thus, the demand arises which requires students to place some kind of priority upon the facts of history with which he is dealing.

The ability of the student cannot help but be reflected in his capacity to assign the appropriate degree of priority of his facts and in his capacity to justify his arrangement. For this reason, the intellectually bright student will be better able to develop this skill than the student who has not been so blessed. It is the task of the history teacher to ensure that the student is aware of the need to assign priority and to help him to attain as far as possible the ability to do so. For a fuller and more sophisticated discussion of this problem, it is suggested that the teacher refer to a copy of Carr's book which is available in paperback.

Interpretation

The historian is constantly faced with the task of interpretation: that is to say, explaining the meaning of things - how they happened, why they happened, what was the outcome of their happening. Interpretation naturally involves distinguishing between fact and opinion, establishing a priority among facts, making a great variety of value judgments.

In the past, many history teachers relied heavily on a prescribed, expository text. Often such texts took on the aura of gospel: to be 'learned', regurgitated from time to time, but not to be questioned. However, this approach totally denied the student the opportunity to develop the fundamental skill of interpretation.

In fact the historian is constantly faced with the interpretation of a wide variety of historical sources, which may be in the form of written or spoken words or objects.

(i) Words

The historian must interpret documents consisting of both written and spoken words. The former might consist of newspapers, diaries, letters, journals, books, statutes, official certificates and a great variety of other written documents. The latter might consist of tapes,

records, or films. Indeed, a living person who is interviewed can be seen as an historical document. In any event, the student must read or listen, and at the same time glean facts, and make value judgments.

The use of primary source documents, that is to say, first hand accounts, brings the student closer to the reality of the particular historical event under study, and provides the student with the opportunity to develop his own hypotheses and draw his own conclusions. Once this has been done, an expository text can be of assistance in providing the conclusions of an acknowledged expert against which the student can compare his own conclusions. In fact, once the student has developed the skill of interpretation he/she is in a position to effectively criticize the text.

The teacher can assist the student in interpreting written and spoken documents by providing background information or by leading him with appropriate questions.

(ii) Objects

Objects such as documents could be considered to be non-verbal or written things that are capable of being sensed, particularly seen or touched. They might include pictures, graphs, maps, artifacts or films. The examination of objects can provide considerable input in the process of achieving historical understanding. The only limitations are perhaps the imagination and resources of the teacher and students.

Value Judgments

In interpreting facts, the historian must be selective. In the first instance, he must distinguish between fact and opinion. In the second, he must determine a priority among facts. In both instances, he must exercise his own judgment or express his own opinion. To some extent, of course, his opinion or judgment will be affected by his particular values or perspective.

The history teacher should encourage his students to develop and express their own opinions and conclusions. However, he/she must teach them to do so conscious of their own biases, and only after the most careful and thorough searching of all available facts. He must teach them that an opinion is only as valid as the strength of reasoned argument or evidence that substantiates it.

The good historian recognizes the difference between fact and opinion, and realizes that an unsubstantiated opinion is worthless. The student must learn to recognize the limitations of a single secondary source, such as an expository text. If several secondary sources are

available to him, the student may become aware of the differing opinions or points of view. From the primary source, he can develop his own. A blend of the two, with historiographic direction from the teacher will not only help him arrive at a satisfactory solution to a particular historical problem, but will assist him in learning the skill of reorganizing, assessing and developing value judgments.

Problem Solving and Hypothesis Development

The task of the historian is similar to that of the scientist, the lawyer and the judge all rolled into one. His job begins with a question about a topic in which he is interested. Why did Joseph Howe oppose Confederation? Why did Louisbourg fall in 1758? He then begins his research, and collects all the data and factual information he can relating to the question. Like the scientist, he collects every tidbit he can, and notes it carefully.

In due course, the historian has exhausted the sources at his disposal. By this time, he is usually beginning to sense the answer to his question, the solution to his problem. So he gradually develops his hypothesis. A hypothesis is a tentative solution to his problem, an educated guess as to the answer to the question. Having done this, he plays the part of the lawyer trying to prove his case. He examines his hypothesis in the light of the factual evidence that he has collected. Does it survive the scrutiny of detailed and careful examination and evaluation? In truth, however, the historian is more like a good judge, than like the persuasive solicitor who knows before the case goes to court what he wants the result to be. Like the judge, the honest historian tries beforehand to become aware of his own biases, and then to judge the case as impartially and disinterestedly as possible so as to arrive at a verdict which is both fair and reasonable. Only then can a valid solution to the problem be achieved.

Throughout life, our students are going to be confronted with problems. The ability to meet such problems and to seek out a reasonable solution can be the key to a happy life. Similarly, throughout life, our students are going to be confronted by prejudice and ignorance; many people do not distinguish between fact and opinion. There is no greater vehicle for overcoming prejudice and ignorance than a recognition of the need to evaluate the situation, examine the facts and only then, to draw a conclusion. If our students can learn the process of problem solving through the exercise of hypothesis development, then they will have achieved a significant benefit from the study of history.

Research Techniques

I. How to Prepare a Bibliography

A bibliography is an organized list of all sources relevant to the preparation of the paper. Each source is identified as accurately as possible.

Normally, sources are divided into primary and secondary sources. A primary source may be defined as a firsthand account, a contemporary or original document. A secondary source may be defined as an account at least once removed from the event or subject under examination, or as a commentary by a third party, normally not of the same time period.

Normally, sources are listed in the following order of categories:

A. Primary Sources (may be published or unpublished)

i. Manuscript

(a) private papers
(b) journals

identifying information to include: name of item, identifying call number (as per archival listing), relevant dates, where it is located.

ii. Newspapers

normally listed alphabetically by place of publication as follows: place, name of paper (underlined), relevant years of publication, where it was located.

iii. Government Documents

Such as: Hansard, royal commission reports, task force reports, regular reports of officials, statutes, or proclamations. Identified by publishing authority, name, date, publisher, place of publication.

B. Secondary Sources

i. Books

[Listed alphabetically by authors, citing author's name, title (underlined), edition (if more than one), place of publication, publisher's name, date of publication, number of pages.]

ii. Published Articles

[Listed alphabetically by author, citing author's name, title of the article (in quotation marks), name of publication in which it has been published, editor of that work, name of publication (underlined), place of publication, name of publisher, date of publication, page numbers covered by the article.]

iii. Unpublished Secondary Sources

[Normally include unpublished papers, theses and dissertations, listed alphabetically by author, title (in quotation marks), other identifying data, such as M.A. thesis or Ph.D. dissertation prepared for such and such university, place, date.]

II. Footnotes

Footnotes are used for two purposes: (1) to elaborate or explain something in the text which is not directly related to the text, but without which information the reader may become confused, and (2) to identify the source of a particular point or piece of information, or to cite the authority for making a particular point, or otherwise unsubstantiated statement. Sources should be cited exactly as in the bibliography, but with the appropriate page number listed at the end.

Footnotes should be sequentially numbered from the beginning to the end of the paper. Normally, the identifying number is placed immediately following the sentence or word to be footnoted, and elevated half a space. The footnotes normally are placed at the bottom of the page on which the item to be footnoted appears - though inexperienced typists might find it easier to place them together as 'notes' at the end of the paper; this, however, is less convenient to the person reading the paper.

III. Card Catalogue

Walking into a library can be a shattering experience if you do not know where you are going. The card catalogue is there to guide you, or to tell you where to find a specific book or source, if you know what you are looking for.

There are normally two catalogues in every library, (1) an author-title catalogue, and (2) a subject catalogue. For each book in the library, there should be three or more cards in the catalogue.

Each card contains the same information, i.e., author, title, bibliographic information and filing or catalogue number. However, on one the name of the author appears first, and the card is filed by the author's name. On the second, the title appears first and the card is filed by title. On the others, the book is listed by particular subject key words, indicating the basic subject matter of the book. These are placed in the subject catalogue, alphabetically by key words.

Catalogue numbers or call numbers, as they are referred to by libraries, normally follow one of two widely accepted systems: The Dewey Decimal System or the Library of Congress System. Using the call number, one can quickly locate the book on the appropriate library shelf - assuming, of course, it is there. If not, see the librarian for assistance.

IV. Table of Contents

From the title alone you cannot always be certain that you have the right book. Thus, the table of contents can often serve as a helpful guide as to what the book is actually about.

Most books are divided in some organized fashion, into units, sections, parts or chapters or any combination of the same. These headings are normally listed in a Table of Contents which is usually placed either immediately following the title page or the preface in books printed in the English language. Headings are listed in the Table of Contents in the order in which they appear in the book and include page references.

So, if the title of the book confuses you, a quick glance at the Table of Contents may help you determine if the book is suitable to your needs.

V. Index

If the Table of Contents does not provide specific information, perhaps the index will. The index is located at the end of the book. It contains page references to specific key words and phrases that appear in the book, (for example, names of persons and places mentioned in the text).

Normally, the following rules apply in the arrangement of an index:

1. Topics are arranged alphabetically.

2. All pages upon which the references appear are listed.

3. If the item contains more than one word, the word presumed most important would be listed first, and the item would be located alphabetically in the index by that word. (e.g., Samuel de Champlain would probably be listed: Champlain, Samuel de, or the early use of wheat would be listed: wheat, early use of).

You should also follow up other leads that sometimes appear in the index, such as 'see also'. This means that another entry contains additional and related information.

The student or historian who has learned to use the index can save a great deal of time that might otherwise be spent flipping through the pages - if indeed he were to bother examining the book at all. He simply looks up the key word in the index. If it appears, he turns directly to the appropriate page. If not, he seeks another book.

PART IV - TEACHING AND EVALUATION METHODS

A. TEACHING METHODS

Introduction

The following should be borne in mind by every teacher in planning and presenting his/her course:

Variety is the spice of life

and

I hear, and I forget;

I see, and I remember;

I do, and I understand.

Every teacher, while providing some continuity to his overall approach, should employ a variety of teaching methods so as to constantly stimulate student interest and involvement. Nevertheless, the axiom, 'know thyself' should not be overlooked. In seeking appropriate teaching methods, the teacher should take into consideration the interests and capabilities of students, and seek approaches in which he/she is comfortable and seemingly effective.

Teachers should not allow success at one method to prevent them from experimenting with other methods.

Group Discussions and Panel Debate

The issue selected for group discussion or debate should be clearly and concisely defined. The topic or issue should be such that students can be involved in collecting and evaluating pertinent information. Roles of leaders and participants should be clearly outlined in this type of exercise.

Community Projects

Community projects can be used to make the activities of the class more meaningful to students. The purpose of the project, its relevance to learning, and the student's contribution to the project should be clearly understood by the student. Activities should be organized so that students may be actively involved in applying the skills of utilizing community resources.

Lectures

A lecture is an oral presentation by one person, speaking with or without notes, on a particular topic. Students will normally attempt to take notes during the lecture.

Lectures may be used effectively along with other methods of teaching. They may be utilized to present background information along with the teacher's viewpoint on a particular issue.

Lectures that are too long often defeat their own purpose. Care should be taken that the teacher who is employing the lecture method direct this technique to the students' level of learning. Moreover, a lecture need not be a form of one-way communication. An effective lecturer is conscious of the response of the audience to what is being said and how it is being said.

Simulation Games and Role Playing

Simulation games place the student in the position of having to make decisions similar to those which have or have had to be made by persons in historical situations, and which expose the students to the stresses and strains of making those decisions.

Role playing involves placing the student in the position of having to pretend to be a particular person other than himself, and to react to the situations that he is confronted with as that individual would.

Too often pupils' experiences in the classroom are merely about individuals and/or dramatic incidents. Simulation is stimulation, and provides the student with an opportunity to be an historical individual, to be a participant in an historical situation. This imaginative teaching technique requires much spade work and preparation (often measured in weeks), yet is rewarded with a dynamic learning situation. It provides students with an opportunity to strengthen skills of written and oral communication, research and study techniques, preparation, organization and co-operation.

Contract Teaching and Learning Packages

A fundamental drawback of mass public education is the difficulty teachers have in coping with the individual learning characteristics of their pupils. It is a far easier task to present a lesson to thirty pupils than it is to help thirty individuals to learn the lesson. Contract teaching and learning packages are approaches to solving this problem.

Learning packages consist of a selection of learning materials, co-ordinated with a selection of learning aids (e.g., audio-visual material), and geared to a particular unit of study (e.g., The Age of Exploration) which are put in the hands of the pupil.

Accompanied by teacher instruction, this technique allows the student to proceed at his/her own pace, under teacher supervision. Packages may be compiled in such a way that a basic selection is given to all, and supplementary packages are available to students of greater ability. The most significant factor which must be understood by a teacher incorporating this technique is that such a learning system initially requires much preparation, consistent staff co-operation, and a well organized record (of evaluation) system.

Contract learning, simply speaking, involves the preparation of a learning package, the content or objectives of which must be completed within a defined period of time. Contract learning is characterized by placing a great deal of responsibility for the learning experience on the pupil's shoulders, leaving the teacher free to act as a resource person and to deal with individual learner difficulties. The technique also takes advantage of the multi- evaluation method: teacher on student, student on (group) student, student on contract, student on self, etc.

Digs and Dumps

Not unlike an audio-visual technique, this method involves taking students to a particular site to search for and possibly recover lost or discarded objects, the study of which provides useful information or research experience. The method must be characterized by careful preparation and on-site organization. Such an experience will give students a lively appreciation of the techniques of archaeology and artifact interpretation.

Interviews

Interviews conducted by students can be a valuable method of obtaining first-hand information on a topic or issue relevant to matters of local, provincial, national and international interest.

It is to be understood that, prior to any interview, permission should be obtained from those to be interviewed, and a clear understanding established as to how the information obtained will be used.

Various techniques to be used in this method include personal interviews (with or without a tape recorder), indirect interviews including questionnaires mailed to those involved, man-in-the-street interviews (opinion polls), peer-group interviews, etc.

Field Trips

Field trips can play a very positive role in the teaching of history. In a local sense, visits to museums, historical buildings and reconstructions, and movies of an historical nature can be utilized as effective aids outside the classroom. Major trips of a national and international flavour can also play a major role in the development of both student and teacher preparation.

Manual Projects

Projects, normally not of a major type, which are worked on in the classroom can be used to encourage and evaluate neatness, accuracy and co-operation. Within this method the availability of material must be considered. Where possible, the teacher should collect the necessary material to issue to students. The ability of students to work with

their hands must be a limiting factor, and the teacher must be prepared to give associated work to students who are poorly co-ordinated. The nature of the project also depends on the interest of the students and the teacher.

Audio- Visual Presentations

These can be audio or visual or both, and they can be teacher or pupil centered. They include such a great variety of subjects that an all-inclusive list virtually defies description. Suffice to say that the more obvious are: maps, overhead transparencies, the blackboard, pictures, slides, filmstrips, films, tapes, records, documents and objects of historical interest.

In order to be employed effectively, they must be previewed and integrated into the learning process so that they become contextual. They should, as well, be included as information pertinent to the process of evaluation. The whole key to effective audio-visual utilization is planning. Teachers should make every attempt to have students develop an appreciation of the instructional character as well as the entertainment quality of the audio-visual presentation. Warning: Avoid A-V overkill.

Guest Speakers

The greatest resource upon which we can draw is the human being, and this being the case, the teacher should exploit his community to the fullest extent. Human experiences and knowledge of a specialized nature can often be more effectively presented in the flesh, so to speak, than through any other medium. It is not difficult to develop a list of possible resource persons who can be drawn upon on demand.

Preparation, reception and follow-up are all necessary ingredients for the successful use of guest speakers. Preparation can be student or teacher based, or both for that matter. Etiquette is a significant factor in the reception of the guest. Students must recognize that, although their ideas may vary from those of the speaker, they have no right to attack him/her personally. Yet, at the same time, they must be encouraged to question honestly his/her ideas if they find them to be inconsistent with their own.

Time is a significant factor in the utilization of guest speakers. The visitor must be given a time allotment which allows a sufficient period in which to develop his topic. In addition, there must be provision made for a question period for the satisfaction of both students and guest.

Follow-up is an absolute necessity in order to exploit this learning situation to its fullest extent. Through discussion and argument, the students can best evaluate the topic which was introduced through the medium of the guest speaker.

In-Class Assignments

An integral part of a well planned learning experience is time provided in class for students to work in groups or by themselves in preparation for, or in follow-up to, such activities as seminars, role-playing, digs, document studies.

Seminars

The use of seminars can be greatly overdone, and caution should be used in their selection as a teaching method. They should be employed as a vehicle whereby the student can be given an opportunity, after careful preparation, to reinforce his abilities to express, interpret and evaluate his/her materials. To enhance the value of seminars, positive steps must be taken to ensure that the group is wholly familiar with the topic of the seminar. All members of the seminar group should be encouraged to participate and contribute to the seminar class.

External Research

A creative teacher will fully avail himself of accessible libraries, archives and museums in order to give his students first hand experience in the research institutions of the historian, and in order to expose the student to more specific and comprehensive resource material than is likely available in the school. Working in the library, archives or a museum will further challenge the student to seek relevant historical sources with the assistance of librarians and archivists, and may well stimulate a deeper interest in history on the part of the student.

The teacher should be fully familiar with the operating procedures of the particular institution, should have a general idea of what materials are available in the institution, and whenever possible, should accompany students to the institution to assist them in making full use of the opportunity.

Examples of such external resources would include:

1. University libraries - inter-library loan
2. Teacher libraries
3. Local libraries
4. Governmental publications
5. Information Canada (bookstore and research library)
6. National historic sites - N. S. Information Bureau, Louisbourg, Ft. Anne
7. Local museums - Miners Museum, Sherbrooke Village, Dartmouth Heritage Museum
8. National Film Board library
9. County court houses
10. Local assessor's offices
11. Nova Scotia Museum
12. Newspaper archives
13. Nova Scotia Archives
14. Senior citizens - as per Barry Broadfoot
15. Church archives - baptismal, marriage records
16. Embassies
17. Business Publications
18. Private film distributors (i.e., Shell, Imperial)

Tutorial/Independent Study

A tutorial approach is used with the student who, for one reason or another, can better achieve a desirable or adequate learning situation within a regular classroom. Fundamentally, the student works on his/her own at a level consistent with his/her capabilities and level of expectancy, meeting with the teacher individually on a regular basis.

The student's program can consist of completing learning packages, preparing research papers, or preparing and ultimately making oral presentations. The success and effectiveness of this approach, to a considerable extent, depends on the time which the teacher is prepared, and is available to give, the student on an individual basis.

B. EVALUATION

Introduction

The purpose of evaluation is to determine the degree of successful learning that the student has experienced, and indirectly, the effectiveness of the teacher's teaching, and to give the teacher a basis for remedial work.

Because a variety of skills are being taught, and because students vary in their capabilities and talents, the teacher should plan his/her course evaluation on the basis of several different methods or techniques. Some examples follow.

Research Essays

A research essay is the presentation in written form of the findings of extensive investigation into a particular problem.

The value of research essays lies in the opportunity given to the student to conduct an inquiry into a problem. The exercise will call upon the student to demonstrate ability in a broad range of skills from locating, evaluating and utilizing information, to testing hypotheses and drawing conclusions, to acknowledging sources.

Opinion Sheets

An opinion sheet is a one-page paper in response to a particular problem requiring a value judgment, and ascertaining whether the student can briefly and articulately put forth an hypothesis and substantiate it, either with factual evidence or reasoned argument.

Essay Tests

Essay tests must not be regarded as a vehicle for the regurgitation of memorized material. Rather, they should present the student with a problem to be solved which will test the ability to read and comprehend, to recall factual material, to determine priority, to hypothesize and to express himself/herself in an articulate fashion.

Objective Tests

Objective testing is a quick and effective means by which a student is evaluated on the basis of recall. It can be an overworked facet of evaluation, based on a combination of factors, i.e., number of students and the time element involved. To achieve greatest effectiveness, the teacher must formulate objective tests conducive to the exercise of the reasoning powers of all students.

Examples of different types of objective tests are: Multiple Choice, Sequential, Matching, Headline Hunters, Fill in the Blanks. If objective testing is to be used, the teacher should employ a variety of objective testing methods.

Oral Presentation and Seminars

Oral presentation and seminars are evaluative techniques which can be used to measure the student's ability of self-expression, interpretation and evaluation of information and utilization of resource materials. These kinds of activities provide excellent opportunities for greater participation, co-operation and contribution to these learning skills of the student and the class in general. A seminar is a forum for shared experiences between the students.

Manual Projects

Manual projects involve the student in making something for the purpose of historical demonstration, illustration, explanation or recreation. They could include such things as model construction, garment making, sculpture, weaving, pottery, painting, needlepoint, film-making, cooking or any number of art or craft forms.

Such projects recognize that students have picked up, and have learned skills and interests other than writing that can provide a legitimate outlet for historical comment, intrepretation or explanation. Frequently, the presentation of the project might be accompanied by an oral presentation. Such projects also provide the students with an element of challenge considerably different from the other means of evaluation.

Creative Writing

Creative writing involves using historically related content as the basis for a poem, short story or novel.

Creative writing is a legitimate mode for historical interpretation, and should call upon the student to exercise and develop his/her imaginative powers in a responsible and interesting manner. It allows the student to create something which is unique while, at the same time, grounding it in a genuine framework. The utilization of this technique can often be attained through co-operation with the teacher of English.

Oral Testing

Oral testing provides an opportunity for the student to present logical hypotheses, opinion and instant recall based on reliable information. It also provides a more accurate method of evaluating a student who experiences difficulty in written communication.

Class Participation

Class participation evaluation is determining a set percentage of the student's mark on the basis of his/her involvement through being there, pre-class participation, paying attention, and contributing to what is going on. Such evaluation represents an incentive to the student to become actively involved in the class, and can be made by either teacher, students, or both.

Self-Evaluation

Self-evaluation is a delicate technique applicable to many pupils, but particularly appropriate for the mature, responsible student. Such an appraisal can easily measure work habits, personal progress, acquired knowledge and interpretative skills, as well as a degree of confidence and understanding of the student's own ability and limitations.

Examination

An expansion of the essay and objective testing approaches, but by pre-scheduling for a set period of time, it provides an opportunity for the student to learn to cope with the reality of performance evaluation, to produce in a pressure situation: in a word, 'the crunch'.

Document Analysis

Using original sources, the student is asked to do the work of the historian. He/she tries to answer an historical question by examining original sources, such as photographs, letters, diaries, newspaper articles, laws, resolutions, first-hand accounts and other authentic materials.

The student will demonstrate an ability to judge which sources are more reliable and which are pertinent to the question; weigh opinions and conclusions from different sources; state hypotheses and test them. He will learn to detect bias; develop a tendency to suspend final judgment when evidence is incomplete; be able to detect fallacies in logic in forming generalizations; be able to identify persuasion devices (propaganda); develop methods to determine authenticity of evidence; become able to narrow in on a specific aspect of a major issue; learn to ask analytical questions; learn to separate fact from opinion; learn and reinforce reading skills. Aside from the foregoing, he/she will learn the history of the period under study.

PART V - APPROACHES TO CONTENT

Introduction

In Part I of this guide, a rationale is presented which establishes why history can be a valuable component of the school curriculum. In Parts II and III, this rationale is amplified with the detailed recitation of the general skills and specifically, historiographic skills which a student can cultivate by studying history. Part IV presents a variety of teaching and evaluation methods. The stuff of history is content, and there are different ways of tackling it.

Part V will suggest a variety of approaches by which one can approach the content of history, be it Canadian, American, European, Ancient, etc. Approach to content means also, in effect, how the content to be studied is going to be organized.

Causation

In his introduction to *The Histories* in the fifth century B. C., historian Herodotus declared he was taking on the task of writing about the Persians and Greeks not just to tell about the events, but to offer explanations, to tell why they had occurred. Simply stated, the 'theory of causation' states that for all events there are causes, and after causes follow events.

If teachers are really to teach history, and not just tell stories of the past, one thing they must introduce and keep introducing is the matter of causation. Causation and its place of importance in history can be introduced easily and with meaning in Grade 7, and as the years go by can be re-introduced in its more sophisticated form.

Nationalism

A nation is usually thought of as a group of people of common descent, language, history, customs and traditions. Nations frequently, but not always, comprise political states. Nations may consist of peoples of diverse races or religions.

Nationalism may be defined as a source of positive group feeling or attachment toward one's nation. When nationalism manifests itself in emotional feeling, it is sometimes referred to as patriotism. The behavior of nations can be examined through the perspective of nationalism, a force which occasionally underlies the course of events in history. The impact of nationalism in history can be viewed as being either positive or negative, or, indeed, as both.

Although frequently thought of as a modern phenomenon, in actual fact, the presence of nationalism, like that of nations, can be traced to the earliest days of civilization.

Imperialism

Imperialism may be defined as the action or behavior of individuals, groups, nations or states which aims at the political, economic, social, ideological, cultural or other form of control over another nation or state. Such action or behavior can be either explicit or implicit, violent or peaceful, subtle or forceful. The result can be the reduction of the imperilled group, nation or state, either to the status of a satellite of the imperial state, or assimilation or amalgamation into the imperial state.

The concept of imperialism can be used to explain the behavior or actions of many peoples throughout history. Various facets of imperialism can also be examined; for example, the relationship between large and small states, motivation for imperialist action, or the value question of whether imperialist behavior can be justified.

Power

Power may be defined as the ability to do or to take action. Carl Gustavson* suggests there are four types of power: physical, economic, spiritual and technological. There may be others. Nevertheless, it could be argued that the different types of power interact within society to affect the course of history.

Thus one might approach the study of specific content in history by attempting to discern the various sources of power within the given society, and how they have interacted to reflect that society, and underlie the course of events or change throughout that society's history.

*Carl Gustavson, *PREFACE TO HISTORY*, New York: McGraw Hill, 1955.

Civilization

At the beginning of history, man was deemed to be barbaric, that is to say, lacking in culture, ignorant, crude and savage. As time passed, presumably he evolved from a state of barbarism to one of civilization, civilized in the sense that he developed culture, became technologically enlightened and socially, economically and politically organized. Nevertheless, throughout history, the debate has raged as to whether man is running forward or backward on the line between barbarism and civilization. Naturally, civility is, to some extent at least, a matter of opinion. In studying history, therefore, the comparison of barbaric man and civilized man is an interesting concept to employ, for example, in teaching students the question of values and the skill of making value judgments.

The Past is Prologue

The past is the most fundamental vehicle to the understanding of the present, and perhaps, the future. We are, after all, the sum total of our past experience. Our whole sense of identity is based on our knowledge of our past. What identity, for example, has the amnesia victim?

The old cliché, 'history repeats itself', while perhaps not entirely valid in all situations, does have some basis in fact because, it would seem, people are basically people, and in similar situations will react in similar fashion. Although technology evolves and knowledge is uncovered, the study of history would seem to suggest that human nature does not substantially change from generation to generation. Thus, by approaching the study of history with the consciousness that what is past is prologue may lead one to interesting hypotheses for the explanation of current events and anticipation for the future.

Man and His Environment

One of the most interesting of all the varied approaches to content is that of man and his interaction with the environment. This approach can take many forms. A prime consideration should be man's interdependence with the environment. For example, what has been the

impact of geography on the history of a country? The histories of Greece and Canada provide good illustrations of this question. The so called checkerboard pattern of mountains and valleys in the Greek world, it has been argued, led to the formation of the *polis* or the city-state. Closer to home, Halifax was settled because of its good harbour. Another dimension of this approach might be man's destruction of his environment and its effect on a particular historical situation.

Within the realm of 'Man and his Environment' lies a tremendous opportunity for interdisciplinary approach and co-operation. Here geography, literature and science can all be tied in with the study of history.

Historiography

Historiography is the study of history, the study of historians, the study of how the discipline of history has evolved, the study of how historians have dealt with the history of any particular situation. Virtually any historical content could be used to study historiography in any of its dimensions. However, the subtlty of varying historical interpretation is such that the historiography should probably be left either to the most gifted or most senior of secondary students. Nevertheless, when a student reaches the end of his high school education, he/she should be able to explain what history is. He/she should be able to explain where history books come from, and where the information that fills them comes from. He/she should be able to explain what an historical hypothesis is, and what is meant by the historian's point of view. Terms like modern, aggressor, fault, savage, civilized, should be loaded with meaning and understanding. All these things and more will give a student a keener appreciation for a skillful discipline, a discipline of the mind.

Political Systems

Politics is the act or science of government. If people are to live together in harmony, they must evolve a means whereby they can resolve conflicts that develop within the society. The result is the evolution of government, law and politics. Fundamentally, the political system of any state exists to resolve conflict within the society in an orderly fashion. Throughout history, various types of political systems have evolved, both in theory and practice. Some examples are monarchy, oligarchy, democracy, absolutism, fascism. One approach to the study of history would be to examine various societies with different political systems. This, in turn, would place one in a excellent position to examine one's own society for the purpose of attempting to achieve some understanding of the nature of its political system.

Economic Systems

Economics is the study of the distribution of goods and services in society. Throughout history, various types of economic systems have emerged either in theory or in practice, such as capitalism, socialism, marxism and feudalism. One approach to the study of history would be to examine various economic systems and societies in which they have been tried. A logical consequence of such an approach would be to examine one's own society in an attempt to achieve some understanding of the nature of its economic system.

Tradition

Tradition may be defined as custom handed down from ancestors to posterity, but not necessarily written down. Without tradition, it could be argued, there would be no law, no government, and therefore, no society.

One approach to the study of history might be to attempt to trace the evolution of tradition in the particular society under study. Even then, tradition must be examined within the context of its society. In isolation, tradition has neither meaning nor value.

Furthermore, it is the use to which a tradition or set of traditions is put by both contemporaries and historians that gives it value. Once its use has been assessed, tradition may be determined to be a positive, negative or irrelevant factor in the given situation. Such determination necessarily involves the making of a value judgment. In making such value judgments, as in examining contemporary tradition, the teacher and students must be particularly conscious of the need to be objective as possible.

Time

This concept is so difficult that it defies description in a few short lines. Is it independent of or dependent upon man? What is its significance in the historical process? Is it an absolute or can it fluctuate? Is it cyclical or a continuously ongoing process? Though these questions do not definitely define the concept of time, they might at least indicate the complexity of the subject.

Interdisciplinary Approaches

Because of the breadth of the area of inquiry, history is particularly appropriate to and natural for an interdisciplinary approach. In fact, history as taught in most schools is itself interdisciplinary - indentifying, analyzing, and establishing relationships among economic, political, social, military and cultural factors.

Interdisciplinary approaches may range from individual study to short units to full courses. It may involve one teacher, team teaching or interdepartmental co-operation. Only a few of the possible teaching methods are suggested here.

I. In junior high school, local and/or maritime studies have been successful. One teacher or a team (e.g., science, history, geography, literature, music) may be involved for a few weeks or longer.

Possible areas:
(a) local legends
(b) graveyard studies
(c) archaeology (dump digs)
(d) folksongs
(e) superstitions
(f) tales from old people - taped
(g) Maritime literature, e. g., 'Sam Slick' Thomas Raddall

II. In senior high school, the following methods and many others can be used for a short or longer period of time. Local conditions will influence your choice of method, but are usually less limiting than we suppose.

Units co-ordinated with literature - art, French, music, etc.

A. French-Canadian history and literature in French or in translation.

B. Effects of revolutions

1. Cause and effect relationship between industrial revolution and developments in science.
2. Romanticism in literature and music as influenced by the Industrial, French and American Revolutions.

C. Canadian pioneers - historical and literary

D. Science and archaeology

E. The Depression - literary, music, economic, political, etc.

III. Interdisciplinary courses (team teaching or a single teacher)

Examples:

A. Canadian history and literature, preferably by theme

(1) prairies
(2) Maritimes
(3) French-Canadian
(4) The Depression
(5) World Wars
(6) pioneers
(7) north
(8) urban development and problems

B. American history and literature

(1) American Revolution
(2) Civil War
(3) opening of west
(4) political life in the United States
(5) racial issues
(6) Americans at war
(7) American ideals and myths

N. B. Generally in interdisciplinary study the thematic approach is more successful than a chronological one. It is less restrictive, purposes of the study are clearer, and in-depth analysis easier for the student. The study of history must always be selective, so the thematic approach merely provides clear direction.

IV. Contracts (suitable for junior or senior high school)

A. A unit of work is proposed by the student and approved by the teacher;

B. This permits individualization; topics may be selected from within a specific area;
(e.g., the effects of the ocean's proximity to Nova Scotia - history, industries, settlement, songs, novels, climate. Each student selects an area of the topic and works out a specific study plan).

C. The student works on his own, consulting with the teacher or with teachers in the related subject areas;

D. The student agrees to do a specific amount of work within a set time;

E. The mark may also be contracted for, the teacher agreeing that a set amount of work, if done satisfactorily, is worth a certain mark.

N. B. A contract should normally take no more than 4 or 5 weeks. The student benefits from a variety of methods.

A project of this type might include co-operation among teachers of literature, science, geography, economics, history.

PART VI

INTRODUCTION TO CANADIAN HISTORY (Grades 7 and 8)

Course content for each grade has been divided into seven units. Each of the fourteen units is further sub-divided into topics which have been designated as 'should' and 'could'. 'Should' topics should be done by all students taking Grade 7 and 8 history, the depth of study depending on student ability and interest and the resources available.

In using this curriculum guide, several things should be kept in mind: (a) material in some areas of this course has been dealt with in Grade 6; (b) material in the Grade 7 course paves the way for Grade 8; (c) skills and foundations developed in this course should serve the student throughout the high school program.

Time to be spent on each unit is flexible, but a general guideline would be 12 to 15 hours. Optional topics and issues allow expansion and restructuring according to student and teacher interest.

A brief list of resources is given at the end of this content section. A more extensive listing, in a separate document, will be available at a later date.

Objectives for Teaching Canadian History (Grade 7 and 8)

1. To give students a basic knowledge of the facts of Canadian history, including the fundamental events and significant personalities of Canadian history.

2. To introduce students to the idea of the effects of geography on the development of Canada.

3. To introduce the student to the fact that there have been three predominant cultural and economic influences on the evolution of Canada - France, Britain and the United States - and the notion that these influences, together with our geography and our multi-ethnic fabric, have contributed to such cultural and social values as can be identified as 'Canadian'.

4. At a basic introductory level, to introduce students to the why? of events.

5. To expose students to both primary and secondary materials in studying history.

6. To introduce students to other ways of learning history (e.g., through art, music, literature).

7. To take students on historical field trips which give greater meaning to what is being studied.

UNIT I - Canada Before the Europeans

We are presently in an era in which we are increasingly apprehensive of losing our grip on the tangible evidence of our national heritage. We are also in an era in which our governments are slowly recognizing the rights and heritages which belong to those descendants of the first Canadians, the Native Peoples who met, and at first welcomed, the men 'in the big canoes with wings'. This opening unit should serve to introduce Canada's Native People - who they were, where they lived, what cultures and technologies they had developed. It could also serve as a vehicle for the introduction of certain concepts cited earlier in this guide, namely, 'civilization', 'power', etc. This initial unit is also a focal point from which a teacher could introduce the role which archaeology plays in the writing of the historical narrative.

UNIT II - The Arrival of the Europeans

At some point in Grade 7, history students should receive an introduction to historiography. The great age of exploration could serve to introduce the concept of causation, the use of the original document, and so on. This unit on the exciting world of fifteenth and sixteenth century exploration and discovery should explain why these activities started, what technological advances made the adventure reasonable, which nations became involved, which explorers discovered what lands (primarily in the North American context), and which European nations decided to supplement their initial investments. How the French laid claim to Acadia and the St. Lawrence, and how the English established their claims to the Eastern seaboard should be made clear. By way of complementing course aims in geography, maps and map work should be a regular part of instruction. Teachers could touch on the archaeological work done at *L'Anse aux Meadows* and the role which the Vikings played in pre-European Canada.

UNIT III - The French in North America to 1660

This is a crucial unit, and teachers must make decisions in the context of their overall strategy for the year. This unit should establish: the French in Acadia and the St. Lawrence River Valley, with particular emphasis on Champlain at Port Royal and Quebec; French-Indian relations and the fur trade which would bring them together or drive them apart; Christianity and the Jesuit missions. Teachers could give special emphasis to the Acadians in this unit, the role of geography

in history, natural resources (furs), settlement location and pattern (Dochet Island, Port Royal, Quebec City, etc.), and the relationship of history and technology (gunpowder/bow and arrow, Native Peoples technology-transportation).

UNIT IV - The English in North America to 1664

This unit parallels the former, picking up the threads of history from the time of the early explorers, advancing from the first significant settlements to the general consolidation of English territory with the takeover of Dutch lands in 1664.

Teachers should emphasize English settlement of what came to be called New England, how these English colonies compared to New France, the alliance of the English and Iroquois, the pattern of North Atlantic trade. Reference should also be made to the Spanish colonies in the Caribbean area. Teachers could develop the important and interesting topic of slavery in the New World, especially North America, and the seldom investigated contribution of the Dutch to North American history, primarily in what is now New York state.

UNIT V - The French at Their Height in North America - 1660-1713

This unit is an excellent theatre for social, political and cultural historians. In this regard, the degree of detail will be determined by the teacher. An effort should be made to grasp the life style of French settlements in North America. There should be an examination of government in New France, Acadia, and possibly Placentia. Students should be introduced to some of the more significant personalities of these settlements, such as Frontenac, Talon, Laval, LaSalle, Villebon, and groups such as *coureurs de bois*, Jesuits, Ursuline Nuns, and their relationship to the Indians.

The choice of options will depend upon the treatment which a teacher gives to the parts of the unit, e.g., reference to each topic as it relates to the theme of political and economic organization, or reference to each topic as it refers to the theme of the territorial expansion of New France, and so on.

UNIT VI - The Fall of New France - 1713-1763

The leadership and support which took New France to its zenith seemed to deteriorate after the death of Frontenac. Starting with the 1713 Treaty of Utrecht which brought the Queen Anne's War to a close, this unit should deal with the establishment of Louisbourg, the continuance of war during the next half century, the significance of the founding of Halifax, the Seven Years' War and its aftermath, including the Treaty of Paris in 1763.

This covers an immense variety of topics, not all of which could receive equal or preferred attention. Teachers could dwell upon the life of eighteenth century Louisbourg, the expulsion of the Acadians, Liverpool, etc., the strategies of William Pitt, the significance of sea power, the careers of interesting personalities such as LeLoutre, Wolfe, Montcalm.

UNIT VII - Growing Pains in British North America - 1763-1800

The two major themes of this unit are the problems of governing the old as well as the newly acquired territory, and the growing difficulties which Britain experienced with her New England colonies. A third theme (although not a 'growing pain' as such) is the explorations of the Canadian West.

Teachers should deal with the regulation of trade and taxation after the Proclamation of 1763, the Quebec question, and the American Revolution and its impact on British North America, specifically the boundary question, the fisheries and the refugee problem (United Empire Loyalists). Teachers should also look at some of the explorations of such men as George Vancouver, David Thompson, Alexander Mackenzie, Simon Fraser. Teachers could deal with a number of other topics such as United Empire Loyalist communities in the Maritimes, Black Loyalists, the Quebec Act of 1774, the Constitutional Act of 1791, the division of Nova Scotia into four colonies.

GRADE 8

UNIT I - British North America During the Napoleonic Wars

The period from 1792-1815 was a period of almost continuous warfare between Britain and France. Given the change in status of North America (i.e., the independence of the United States and the fact that all of what is now Canada was a part of the British Empire), this conflict had a different effect in North America than did the previous Anglo-French conflicts of the 18th century. During this unit, teachers should explore the effects of the Napoleonic Wars on British North America, specifically examining the effect of the American decision to side with France, the demonstration of a British North American nationalism during the War of 1812, the disruption of traditional trading patterns, and the role of privateers.

Teachers could also explore specific battles of the War of 1812, and the question of a sense of common interest (if any) among the colonies of British North America. They could introduce personalities of the period such as Simeon Perkins, Isaac Brock, Laura Secord.

UNIT II - A Growing Frontier Community

By the end of the Napoleonic Wars, the British attitude toward the Empire had undergone a significant change. It is during this half-century after 1815 that we start to see evolving a more clearly distinctive British North American character and economy. In this unit the teacher should examine the social, cultural and economic changes in British North America during this period, specifically the shift of the fur trade from the Great Lakes to the North West, the thrust westward in settlement, the beginnings of industry in the Canadas, changes in transportation through the building of canals and railroads; the emergence of a British North American press, waves of immigration, and the beginnings of Canadian writing and art.

Teachers could also explore such topics as the importance of the buffalo in the west, the rivalry between the North-West Company and the Hudson's Bay Company, the settlements of Alexander Selkirk, the Rush-Bagot Treaty, the Webster-Ashburton Treaty, the writings of T. C. Haliburton, the beginnings of 'cities' and urban life, land settlement and the British American Land Company.

UNIT III - Movements Toward Political Reform

The first half of the 19th century saw the evolution of local self-government in British North America. In this unit, the teacher should trace the steps in this evolutionary process, and explore the particular factors that contributed to it. In particular, teachers should examine the system of government as it existed at the beginning of the 19th century (i.e., as established by the Constitutional Act of 1791), the political establishment in each colony (i.e., the conservative element), the development of a reform party or movement in each colony, the rebellions of 1837, Lord Durham's mission to Canada and his report, the British attitude to French Canada, the establishment of free trade in Britain and its effect on British colonial policy and the establishment of local self-government.

Teachers could also explore such interesting personalities as Robert Gourlay, William Lyon Mackenzie, Louis-Joseph Papineau, Joseph Howe, Robert Baldwin, Louis Lafontaine, Lord Sydenham, or such incidents as Joseph Howe's libel trial, the American influence on Mackenzie, the concept of a responsible ministry and its evolution in the British governmental system, Durham's recommendations for dealing with the French as compared to our current policy of bilingualism (i.e., assimilation vs accommodation), the violent as opposed to the peaceful movement for reform (Canada juxtaposed to the Maritimes; Quebec nationalism vs British North American nationalism), Lord Elgin (achievement of responsible government, reciprocity treaty).

UNIT IV - The Union of British North America

Perhaps the most significant event in the history of Canada was the Union of four British North American colonies in 1867: Confederation. In this unit, the teacher should trace the major steps leading up to the event, as well as examine the various significant factors that contributed to its occurrence. Specifically, the teacher should examine the origins of the idea of British North American union, the problem of political deadlock in Canada, the change in British trade and military policy, the influence of the United States, 'manifest destiny' and the Civil War, the Fenians, the repeal of the reciprocity treaty of 1854, the confederation conferences, and the struggle to secure approval for union in the Maritimes.

Teachers may also explore the roles of particular individuals such as Macdonald, Brown, Galt, McGee, Dorion, Cartier, Tupper, Howe, Tilley, or examine the system of government established by the British North America Act, particularly the concept of federalism as contained therein. Why did Prince Edward Island and Newfoundland not join confederation in 1867? Particular use could be made of role playing and debates as a means of examining the various perspectives relating to confederation.

UNIT V - The Age of Macdonald

The first quarter century after Confederation has traditionally been referred to as the age of Sir John A. Macdonald, as this man dominated the period as no individual has ever domirated the history of Canada. It was a period during which the Confederation was fulfilled in the sense that the nation was stretched from sea to sea, and the 'National Policy' was established.

In this unit, teachers should examine the establishment of political parties, the building of the CPR, including the Pacific scandal, the Riel Rebellions, the establishment of the 'National Policy' (immigration, railroad and tariff), the debate over reciprocity. Teachers might also explore the repeal movement in Nova Scotia, the establishment of the Northwest Mounted Police, the demise of the Conservative Party, the Nova Scotian prime ministers (Thompson and Tupper).

UNIT VI - Canada Enters the Twentieth Century

'The twentieth century shall be the century of Canada', or at least so thought Sir Wilfrid Laurier, who was prime minister of Canada from 1896 to 1911. This unit should cover the period of the prime ministries of Laurier and Sir Robert Borden (1911-1920), a period of phenomenal growth and change for Canada, a period when Canada appeared to be the 'last best west'. In particular, teachers should examine the two great leaders themselves of the period, the immigration of the first decade of the twentieth century, the technological changes of the period (i.e., electricity, motor car, etc.) and the impact of World War I.

Teachers could also explore the Manitoba School Question, the Gold Rush, the Atlantic boundary dispute, the naval debate, selected aspects of Canada and World War I, the reciprocity crisis, Borden as a Nova Scotian, the rise of trade unionism in Canada, and the establishment of the coal and steel industries in Cape Breton.

UNIT VII - Canada in the Twentieth Century

An enterprising teacher could readily develop a full year's course on the history of Canada since World War I. However, at the very least, some consideration should be given to the political dominance of William Lyon Mackenzie King, Canada's emergence as a

independent nation within the Commonwealth, the Great Depression, and the industrial and economic impact of World War II. Teachers should also leave students with a consciousness of the continuing concerns within Canada today, such as the implications of regionalism, language, multi-culturalism, problems of economic development, and fear of foreign economic and cultural domination.

Teachers could also explore the rise and role of third party movements, the King-Byng crisis, the Winnipeg General Strike, the Cape Breton coal strike of 1925, the Maritime Rights movement, the evolution of public enterprise in Canada (i.e., CNR, CBC, Air Canada, etc.), the conscription crisis of 1944, the quiet and not-so-quiet revolutions in Quebec, the need for a national transportation and communication policy; or individuals of particular interest of the recent period such as John Diefenbaker, Lester Pearson, Pierre Trudeau, Robert Stanfield, C. D. Howe, Angus L. Macdonald, G. A. Regan.

In addition, studies relating to the arts and personalities involved could be carried out - Margaret Lawrence, the Group of Seven, Glenn Gould, Maureen Forrester, Pierre Berton, Farley Mowat.

INTRODUCTION TO BRITISH HISTORY (Grade 9)

The Grade 7 and 8 history program should introduce the student to the basic concepts and problems of the historian. It should also provide the student with some understanding of how Canada has evolved. At the Grade 9 level, an effort shall be made to further develop the student's ability to use historical, cognitive and linguistic skills and techniques. In particular, by the end of Grade 9, students should be able to read with understanding and a reasonable degree of discrimination such materials as they will be confronted with in daily life, as well as such secondary material as might be considered suitable for the Grade 9 level. Furthermore, they should be able to draw information from objects and pictures. Finally, at this level, students should be introduced to the thematic approach to the study of history, as applied to a new and different content.

The history of Britain provides a good starting point for a change in content. Britain is a small, compact, insular country. Yet, Britain's history covers a broad chronological period, with a number of significant and identifiable developments. The history of Britain also provides a great variety to accommodate the interests of the teacher and students with a particular bent towards political, constitutional, economic, social, cultural, diplomatic, naval or military history. Furthermore, Britain has undoubtedly had a greater impact on shaping Canada than any other country outside the North American continent. Thus, the history of Britain is a vital part of the cultural and political heritage of Canada.

A brief list of resources is given at the end of this content section. A more extensive resource listing, in a separate document, will be available at a later date.

Objectives for Teaching British History (Grade 9)

1. To develop further the social studies skills introduced at the Grade 7 and 8 levels.

2. To introduce the students to the thematic approach to the study of history.

3. To develop further the students' ability to draw information from primary source materials, including such things as objects and pictures.

4. To introduce students to the history of countries other than their own.

5. To provide students with some knowledge and understanding of the history of Britain and its impact on the development of Canada.

British history may be divided arbitrarily into any number of chronological units or periods. For the purpose of this guide the survey has been divided into 10 units. These divisions are historically logical, and are equally adaptable to any reference material that teachers might choose to use or have at their disposal.

In presenting the Grade 9 history program, teachers should select two or more themes, which they would attempt to trace from their origins through to their most recent development. Naturally, the use of this approach means that different degrees of intensity will be devoted to the various chronological units, depending on which themes the teacher chooses to explore. Examples of some possible themes follow:

(1) The Evolution of Parliamentary Government - The Queen in Parliament

- tracing the evolution in the respective roles and relationships, between the monarch and parliament, giving particular attention to such constitutional developments as the Magna Carta, the Tudor revolution in government, the Revolution of 1688, the Reform Bill of 1832, etc.

(2) From Feudal Society to a Middle Class Society

- a study of British society examining the development of the feudal system as an economic and social system, then its gradual decline and the eventual emergence of the modern British class system, and the respective roles of the various classes vis-a-vis economic, social and political power.

(3) The Rise of Capitalism

- a study of evolving economic theory and practice in Britain, examining such theories as mercantilism, economic liberalism (free trade) and socialism and their evolving impact on Britain's trade and commerce. Such things as the shipping and carrying trade, sea power, tariff policy, the beginnings of joint stock companies and the quest for empire might be explored.

(4) Role of the Church

- a study of the varying role of the church in British history, examining, for example, such events as the introduction of Christianity to Britain, the church and education in medieval England, the Reformation, the conflict between Puritans and Anglicans in seventeenth century Britain, and its effect on expansion abroad, and even the modern day conflict in Ireland and its origin.

(5) Evolution of Empire

- a study of the growth and evolution of the British Empire from its origin in the fifteenth century to its transformation to the twentieth century Commonwealth of Nations.

(6) Britain and Europe

- a study tracing the changing relationship between Britain and her continental counterparts of Europe. This study might focus on Britain's changing relationship with a particular country, such as France, or might develop parallels to Canada-United States relations.

(7) Who Runs Britain?

- a study of the evolution and shift in political power in Britain, from monarch, to aristocracy, to (allegedly) the masses. An interesting facet in this process might be, for example, to explore the fact that unlike most other countries of Europe, British aristocrats have had the option of participating in the representative governmental bodies of the Commons.

(8) Development of Political Parties

- a study of the development of political parties in Britain from factions, and the role of parties in the British parliamentary system. During the most recent period of British history, an examination might be made of the decline of the Liberal party and the rise of Labour.

(9) Rise of the Working Class

- a study of the change in status of the lowest economic groups with the onset of the Industrial Revolution, the struggle for social reform to provide protection and satisfactory conditions of life for the working classes and the evolution of trade unionism in Britain, its role in the growth of the Labour Party and the role of unions in Britain today.

(10) The Arts

- a study of particular facets of cultural life and growth in Britain, such as the theatre, literature, architecture or painting.

(11). England and Ireland

- a study of the relationship between England and Ireland over the centuries with an objective of achieving some understanding of the complexity of the problems of unrest in Ireland today.

The above list is by no means intended to be all-encompassing, many teachers may have other areas of interest which may lead them to emphasizing other themes in British history. Nevertheless, teachers should decide, in advance of the school year, where they are going to place their emphasis, and plan accordingly.

The list of suggested chronological units follows:

1. Britain to 410 A. D.

This period is of considerable interest, especially that portion which refers to Roman Britain. It has, however, been relatively convincingly demonstrated that, in view of the very slight influence this period had on the subsequent development of British history, with the possible exception of cultural impact, it might well never have happened. The single possible exception is the introduction of Christianity which finds its way first to Ireland and later to Scotland and northern England in the Celtic form where it comes into collision with Latin Christianity which is introduced in the following period.

2. 410 A. D. - 1066 A. D. - The Anglo-Saxon Period

It is during this period that the foundations of many aspects of English society are laid. The development of Latin Christianity, the Anglo-Saxon Witan as the seed of parliament, the division of the kingdom into shires, art and literature, geographic isolation from the continent, and the beginnings of feudal society lie here.

3. 1066 - 1300

The arrival of William the Conqueror signalled the greatest land transfer in English history and the further development of a feudal system which had begun in the previous period. Themes of

significance which could be explored are the role of the church, the rise of the aristocracy as a check on royal authority, development of the legal system, especially during the reigns of Henry I and Henry II, organization of government, foundation of parliament (1265), the English Empire in Europe, the beginnings of the middle class in the towns and the establishment of Oxford and Cambridge.

4. 1300 - 1485

This period is marked by the decline of feudalism, civil war, social unrest, decay of the church, and the loss of English France. At the same time, trade and commerce develop, especially in wool, the English language and literature take firm root, and manufacturing begins. The seeds of capitalism are sown as well as the emergence of an identifiable, albeit small, middle class.

5. 1485 - 1687

1485 is a watershed date in English history for it marks, in many ways, the beginning of modern times. The Tudor reorganization of government, the rise of parliament, the growth of the middle class, foundation of the British Empire, literature, art and architecture, rejection of republicanism, rise of mercantilist economics, growth of trade and manufacturing, social legislation, aristocratic control of parliament, reformation and the development of political factions (i.e., 'Whigs' and 'Tories') - forerunners of parties.

6. 1687 - 1763

If the preceding period was one of internal consolidation, this period is one of external expansion upon the basis of a strong and still growing base. The basic themes to watch here are the union of England and Scotland and the rebellions of 1715-1745, the imperial struggle between England and France culminating in the Seven Years' War, the control of parliament by the Whigs, the entrenchment of the middle class in the House of Commons, the revolution in agriculture and industry, the Augustan Age in literature, art, architecture, and music, rise of Methodism, poverty amongst the lower class.

7. 1763 - 1815

This period marks the end of the first British Empire, with the loss of America, and the beginning of the second. The greatest single influence at play during this time is continued rivalry between England and France. Also, it is a period characterized by the beginnings of the Irish question, further industrialization, significance of the Royal Navy, growing power of the House of Commons, rise of the Tories and demise of the Whigs. Social conscience begins to develop especially relative to the slave trade. Note the Romantic Age in literature.

8. 1815 - 1914

This period is characterized by an acceleration in political, economic and social change which is incomparable to any other period in British history. By the end of this period, Britain is clearly regarded as the foremost industrial nation in the world, holding a vast empire which includes one quarter of the globe's land masses as well as one quarter of its total population.

The major themes are industrialization, democratization, new economic patterns, rise of labour in the political spectrum. Once again, Ireland is of significance.

9. 1914 - 1945

The two wars and the intervening depression. The general theme is one of the decline of British power despite her victory in the First War. Watch for socialist government, economic struggle, decline of the aristocracy, labour unrest and the first rumblings of independence movements in the empire. Significant, too, is the changing relationship between the Crown and Parliament.

10. Britain Today

The adjustment of Britain from a premier to a secondary place among the powerful nations of the world. Britain in a Commonwealth which is being dominated largely (from the outside) by the countries of the Third World. Contemporary Britain and its problems.

INTRODUCTION TO THE HISTORY OF WESTERN CIVILIZATION (Grades 10 and 11)

At the Grades 7 and 8 levels, students were introduced to the discipline of history and to the history of their own country. At the Grade 9 level, these skills were further developed, while at the same time, students were introduced to the history of a country other than their own, albeit one which has had a significant impact on the development of Canada.

Canada is a part of what is generally described as the western world. Thus, the history of western civilization is as much a part of the heritage of Canada as of any other western nation. During the Grade 10 and 11 history program, students will be introduced to this broader legacy, to the history of the western civilization, from the origins of man and civilization through to the present western world.

A brief list of resources is given at the end of this content section. A more extensive resource listing, in a separate document, will be available at a later date.

Objectives for Teaching the History of Western Civilization (Grades 10 and 11)

1. To develop further the social studies skills begun in junior high school history.

2. To develop further the processes of historiography (fact and fiction, cause and event, primary and secondary materials, and such).

3. To acquaint students with facets of life, a hundred, a thousand, ten thousand years ago.

4. To introduce students to the concept of civilization through the examination of the origin of civilization and a comparison of various civilizations, particularly those which have shaped the nature of the western world.

5. To introduce students to the reality that the present state of affairs at any given time is the sum total of past experience, and that, therefore, to understand the present, one must understand how things have evolved to be the way they are.

SOME APPROACHES TO TEACHING ANCIENT/MEDIEVAL HISTORY (Grade 10)

The major problem facing teachers of this course is the selecting of areas of study which can form a logical picture. If a teacher uses a survey approach, then only a 'touching' of most topics can occur. If an in-depth approach is used, then many areas of historical importance will, of necessity, be omitted.

I. Thematic

One approach is the thematic one, whereby a number of themes can be traced from early times to the 1500's and with reference to today's world. These themes can be looked at in different settings, with different causes and results. Comparisons can be made between events, institutions and problems in various times and places.

Broadly speaking, the divisions of this course can be labelled as follows:

1. The Evolution of Man, a Social Animal
2. The Birth of Civilization (Mesopotamia, Egypt, China, etc.)
3. Greece: The First Western Civilization
4. Rome, Ruler of the Ancient World
5. The Middle Ages
6. The Renaissance and Reformation

1. These divisions are chronologically arranged, and each can be considered from a number of points of view. They can be considered in terms of:

(a) Geography
(b) Archaeology
(c) Social Developments
(d) Language
(e) Religion
(f) Mythology
(g) Political Developments
(h) Art and Architecture
(i) Biographies
(j) Decline and Fall

Teachers who plan to do a survey course will find these ten points a useful guide. Such a course, however, will provide little opportunity for in-depth studies other than in the form of special projects or reports.

2. A second approach might be the 'fence post' method. In this method, the teacher selects a number of topics from ancient and medieval history which he/she wishes the students to study in-depth. These are 'posts'; the intervening events are covered quickly so as to give the connecting links. Such 'posts' might be:

(a) The Neolithic and Urban Revolutions
(b) Art and Architecture of Ancient Egypt
(c) China and India and the 10th Century, B. C.
(d) The Hebrews
(e) Periclean Athens
(f) Alexander the Great
(g) Hannibal
(h) How Caesar Became Master of Rome
(i) Mohammed as a Religious Leader
(j) The Crusades
(k) The Medieval Town in the 13th Century
(l) Renaissance Florence
(m) The Religious, Cultural, Economic and Political Forces Involved in the Lutheran Movement in Early 16th Century Germany

This method results in the gathering of information rather than the synthesizing of ideas by the students. It is particularly useful for students who have difficulty with reading and difficulty with using more than one source.

3. A third approach would be a thematic approach whereby a particular theme is traced from its beginnings to the 1500's. Such themes might be:

(a) Agriculture: its methods: the people who engage in it and their life style; classes of people involved in land owning and use; importance of agriculture on the economy of the country; agriculture reflected in art, literature, early burial practices.

(b) Development of government: size and population of country concerned, officials and their powers, the government agencies including armed forces, social agencies; the control of the government over the people; the influence of the people on the government.

(c) Religion: the beliefs and practices, effect on the people, the government, education, the arts.

(d) Revolutions: discovery of the use of fire and invention of tools; the neolithic revolution, the urban revolution, 'democratic' revolution, religious revolution leading to the Protestant Reformation.

(e) Scientific and Technological developments and evolution of art forms; achievements and limitations in science and technology; 'schools' of painting and sculpturing and realism of other times.

II. In-Depth

For teachers and students who wish a more concentrated study, there are a number of approaches which may be taken. Sample approaches might be:

1. Some may wish to concentrate on 'the emergence of civilized man'. This type of course would involve extensive study of archaeology and anthropology as the students and teacher look at prehistoric times, and study the ways we learn about the past when there are no written records. Reference could also be made to present day groups whose emergence towards civilization is still taking place: Aborigines of Australia, Indian tribes of New Guinea, Eskimos of North America.

This course will emphasize the theoretical evolution of *homo sapiens*, the social and economic revolution, the emergence of cities, city-states and finally, nations and empires. Actual examples could include polemtological evidence, archaeological evidence, Mesopotamian, Egyptian, Chinese, American centers of early civilizations. A teacher might concentrate on one as a model for the general idea.

2. A second concentrated study might be the 'emergence of the first Western civilization'. This would include the material of (1) above, but would be modified to assist in the thematic development of this second approach. A study of Greece (including Crete) would culminate this course, for Classical Greece is acknowledged as the first western civilization.

3. For a study of the 'evolution of western civilization' in-depth studies of Greece, Rome and Europe of the Middle Ages, in terms of influences, attitudes and institutions, would form the model or models which became the foundation for Renaissance and Modern Man.

4. A study leading to the 'emergence of European nations' could be undertaken using the same three areas of Greece, Rome, Europe in the Middle Ages, but with the emphasis on the political developments.

5. A concentrated study leading to the 'development of Renaissance Man' would probably best begin with the foundations of Imperial Rome and work forward through the Middle Ages to the 16th century. A variety of approaches could be taken, economic, social, political, religious, to develop this theme.

SOME APPROACHES TO TEACHING THE HISTORY OF WESTERN EUROPE (Grade 11)

There are a number of themes which may be given to this period of history. Four such themes are:
(1) Absolutism
(2) Revolution
(3) Ideology
(4) Conflict

I. Thematic

These themes can be traced chronologically, or can be considered in light of the specific geographical areas. Teachers who plan to do a survey course of this period should decide beforehand which countries and areas are to be studied in connection with what themes.

(1) Absolutism could be considered as a constant factor in the history of the modern world, beginning with the absolute power of early modern monarchs such as in Spain, France and later Prussia to modern absolutism such as in Portugal, Spain, Monaco.

(2) Revolution should be considered as a constant factor in history in the sense that a revolution is a fundamental change in the status quo. Interesting examples during the history of modern Europe could include the industrial, scientific, French, (American), Russian, Atomic.

(3) Ideology, as a factor in history, could be considered from a number of points of view, such as:

(a) Conservatism in Europe
(b) Liberalism
(c) Nationalism in Russia, Serbia, Greece, Belgium Poland, Italy, Germany, Austria
(d) Socialism and Communism
(e) Imperialism

(4) Conflict has been a constant factor throughout history. All conflicts have causes, and one way or another, in due course, all conflicts are resolved. A study of the history of modern Europe could be approached through tracing conflict or wars among the peoples of Europe. The teacher who wishes to pursue this theme in-depth might examine the buildup towards World War I, the War itself, the attempts at peace, growth of totalitarianism (arising from conflicts within and outside), World War II and its aftermath.

In teaching a course such as this, teachers must be careful not to overwhelm the students with detailed knowledge, but at the same time, provide enough to illustrate the major developments being followed.

II. In-Depth

Some teachers may feel that an in-depth, rather than a survey course is of greater benefit to their students. Clearly, not all facets of themes listed can be effectively studied in-depth in one year. Teachers, then, would have to decide, based on interest and materials available, which themes, and topics within themes, to cover in-depth; they may even have to limit geographical areas involved. Whatever may be chosen, it is important that a balance is provided so that an area of significance is not neglected. Also, a balance of process and content are required. Teachers will find that the comparative method is very useful and valuable in studying this period of history.

INTRODUCTION TO CANADIAN HISTORY (Grade 12)

For the purposes of the Grade 12 history program, Canadian history may be approached in one of three ways:

1. The traditionalist or the centralist approach
2. The maritime perspective
3. Canadian-American relations

In these guidelines, each approach has been subdivided into a number of chronologically organized topics. Teachers should consider devoting one to two weeks of school time on each topic. Depending on the time spent on each topic, it may not be possible to cover all areas, however, a minimum of 12 topics should be covered, drawn from various chronological periods.

It is very important that Canadian history at this level be more than a factual approach. Comprehension, analysis, application, synthesis and evaluation must be involved to varying degrees, depending on the topic.

A brief list of resources is given at the end of this content section. A more extensive resource listing, in a separate document, will be available at a later date.

Objectives for Teaching Canadian History (Grade 12)

1. To give students an understanding of Canada from one of the three following perspectives:

    (a) The traditionalist or centralist approach
    (b) The Maritime perspective
    (c) Canadian-American relations

2. To develop further historiographical skills such as:

    (a) To distinguish between fact and opinion
    (b) To distinguish between relevant and irrelevant
    (c) To distinguish between primary and secondary sources

3. To be able to develop a hypothesis in response to an historical question, and to understand how to substantiate that hypothesis with evidence.

4. To help students develop their ability:

    (a) To read with understanding
    (b) To express their views in a clear and concise manner
    (c) To discriminate among various values and opinions

I. CANADIAN HISTORY: THE CENTRALIST APPROACH

1. An overview of Canadian geography briefly re-introducing the student to the basic geographic features and climate of Canada, and giving consideration to the effects these features might have on the history of Canada.

2. Pre-historic Canada: the archaeology of Canada.

3. Canada before the arrival of Europeans: the indigenous peoples of North America: their organization, lifestyles and cultures.

4. The age of discovery and exploration, including an examination of the motives, methods and results.

5. Early settlements: Port Royal, Quebec and Massachusetts Bay; a comparative examination: why did they come, how did they fare, how did they get along with the native peoples? How was it that the French came to be in control of Acadia and the St. Lawrence Valley, and the English of the eastern coast of North America?

6. The fur trade - its development and organization during the 17th century: how it operated. Introduction of the concept of the staple product in Canadian history.

7. The church and early America - an examination of the role of missionaries in Acadia and New France, in comparison with the role of Puritan church as a motivating factor in Massachusetts.

8. English, French and Indian relations in North America - an examination of the continuing French-English rivalry, how that was passed on to the North American scene, and how the Europeans related to the native peoples, and in turn, the role played by the native peoples in the conflict. The century of conflict in Acadia that preceded the half-century of conflict over the St. Lawrence-Great Lakes.

9. Imperial administration - a comparative study of the government of the colonies of New France and New England, how it evolved, how it was organized and administered up to the mid-eighteenth century.

10. Comparative colonial society - a comparison of social organization, economics and daily life in North America. Why did slavery develop in southern colonies and not in the north? New France under Frontenac. A comparison of the relative interest of French authorities in New France and Acadia. French-Indian relationships.

11. The half-century of conflict: the wars of the 18th century in North America: the fall of Acadia, Louisbourg, the expulsion of the Acadians, and the fall of New France. Possibly a detailed examination of specific battles, generals and admirals.

12. Great changes in British Imperial policy 1749-1774: founding of Halifax, proclamation of 1763, the enforcement of the Navigation Acts and imposition of taxation, the Quebec Act. Problems posed by governing a people of a different religion, language and culture.

13. The American Revolution - why didn't Quebec and Nova Scotia join? Its impact on British North America, the border question, the fishery question, the refugee problem. The impact of the loyalists on British North America.

14. The New Imperial Policy - the Second Empire to 1830 - division of Nova Scotia into four colonies, Constitutional Act of 1791, adjustment to the new United States of America, Jay's Treaty.

15. The Napoleonic Wars and English-American relations, War of 1812, the emergence of a British North American nationalism, the disruption of normal trading patterns.

16. The thrust to the northwest, the Hudson's Bay Company - Northwest Company rivalry, Selkirk settlements, exploration in the northwest, the far west and the north.

17. The thrust to a more independent economy to 1867 - building of canals and railways, land companies, intercolonial trade, shipbuilding and the carrying trade in the Maritimes, beginning of secondary industry, the British North American press.

18. The movement toward political reform - political structure of the colonies: the colonial establishment, Robert Gourlay, disruptions of the 1830's, rebellions of 1837, Lord Durham's mission to Canada, union of the two Canadas, change in British trade policy, establishment of local self-government.

19. The union of British North America - early ideas of union (i.e., Lord Durham, Sir Edmund Head, A. T. Galt), problems of political deadlock in Canada, fear of the United States, the Fenians, change in British attitude toward the colonies, failure of Maritime union, desire for the west, economic adjustments, confederation conferences, the struggle to muffle 'Antis' in Nova Scotia and New Brunswick, the reconciliation of Joseph Howe, Cartier and alleviation of Quebecois concern, the vital role of Brown and Macdonald.

20. Completing confederation: The National Dream - bringing in Prince Edward Island, the deal with British Columbia, building of the Canadian Pacific Railway, the Pacific scandal, the Riel rebellions (Manitoba, 1870, Saskatchewan, 1885, to hang or not to hang, the failure of Macdonald's western policy), establishment of the North West Mounted Police.

21. N. P. - The National Policy: national or imperial? - the tariff vs reciprocity as an issue up to 1911, the disruption of Maritime trading patterns, the role of the Intercolonial Railway, immigration to 1910.

22. Party politics in Canada, 1867-1914 - the Macdonald-Cartier alliance, the disruption of the union issue and the new alliances after 1867, the formation of the first Liberal government, the decline of the Conservative party in Quebec, the Manitoba Schools question, Laurier and the establishment of a Liberal Quebec.

23. Canada and the world in the Twentieth Century - two World Wars and their impact, Borden, King and the establishment of Canadian independence within the Empire, shift of big brothers (from Britain to the United States - from British Empire to NATO and NORAD). Is an independent Canadian foreign policy possible?

24. Canadian economics during the Twentieth Century - the industrialization of Canada during the two World Wars, the growth of trade unionism, the exploitation of natural resources (minerals, hydro-electric power, fossil fuels), the Great Depression, pulp and paper, wheat, the quest for capital.

25. The 'radical' tradition in Canada - political polarization during the 19th century, third party movements in Canada.

26. Evolution of Federal-Provincial relations - early conflicts between Ottawa and the provinces, impact of judicial rulings, Rowell-Sirois Report, the question of the 'patriation' of the Canadian Constitution.

27. Quebec and Canada: will they remain as one? la survivance?, the tradition of national leadership in Quebec (Papineau, Henri Bourassa, Levesque), separate culture = separate identity? the economics of Quebec separatism.

28. Canadian Identity: myth or reality - what makes us Canadian? Cultural and economic impact of the United States. The phenomenon of regional perspectives in Canada, sources of unity, foreign investment.

II. CANADIAN HISTORY: THE MARITIME PERSPECTIVE

1. A comparative study of the pre-Columbian Indian tribes of Canada with special attention paid to the environments which moulded them.

2. The age of discovery and exploration including an inspection of the motives, methods and results of and to the nations and men involved.

3. The age of early settlement - a comparative study of the first French, Spanish and English settlements - the Americas including why and how as well as relationships with native peoples.

4. The fur trade - its development from Cartier's meagre beginning to the contemporary activities of the Hudson's Bay Company. Particular emphasis should be placed on the role of New England merchants in the Acadian fur trade.

5. The fishery - its *modus operandi* and significance both to Europe and Canada, especially the Atlantic region.

6. Imperial competition - a study of the inevitable clash of Britain and France for the control of America beginning with Argall's attack on Port Royal in 1613 through to the end of the American Revolution in 1783.

7. Imperial administration - a comparative study of British and French imperial policies to 1763 as well as an examination of the growth of colonial government.

8. The American Revolution - why didn't Nova Scotia and Quebec join? Its impact on Canadian history. The border settlement, the fishery question, the refugee problem. The impact of the Loyalists on British North America.

9. Immigration to British North America from the Halifax settlers to the arrival of the Irish - the 1800's. This is a particularly neat theme for the study of the Atlantic Provinces as it covers the century from 1749-1850.

10. Economic history from 1763 to 1867 - the lessening importance of the fur trade as a staple and the growth of industries such as shipbuilding, shipping, farming, fishing and timber.

11. A period of rapid transition 1812-1864 - economic, social and political change in British North America including the Golden Age of the Maritimes. Particular emphasis on transportation developments, i.e., railways and canals.

12. 1864-1873, the confederation debate - were the centennial celebrations a delusion for Maritimers? Did we join or were we dragged? Were the fears of the anti-confederates well founded? Was confederation the result of a lessening British imperialism and a growing Canadian (Ontario) imperialism?

13. Reaction to confederation - the futile attempt to get out. Howe's Repeal Movement, 1867-1869. Fielding's Repeal Movement, 1886-7.

14. The westward thrust - the opening of the Prairies and British Columbia and the building of the Canadian Pacific Railway. The fulfillment of the national dream?

15. Peciprocity and commercial union vs Macdonald's National Policy. The impact of confederation and the new tariff structure on the Maritime economy. The elections of 1891 and 1911.

16. World War I and the rise of the labour movement in the Maritimes. The establishment of the Sydney steel plant and its impact on the Cape Breton economy. The influx of British labour and its impact on the development of the trade union movement. Post-war unrest and labour strife.

17. The rise of the farmer-labour movement. Indigenous movement or local manifestation of a national movement? Nova Scotia election of 1920. Rise of co-operatives.

18. Maritime Rights movement. The steel strike of 1925. Maritime Rights movement and the elections of 1925 and 1926. The Duncan Commission and its aftermath.

19. The depression - its extraordinary impact on the Maritimes. The rise of third party movements in other parts of Canada and their spill-over impact in the Maritimes.

20. World War II - Halifax: Warden of the North. Post-war plans: the lesson learned from post World War I.

21. Developing the Atlantic economy. The industrial incentives approach. Attracting capital for industrial development. Tourism.

22. The re-birth of Atlantic Ports. The container revolution and the Canadian National Railway.

III. A HISTORY OF CANADIAN-AMERICAN RELATIONS

Whether Canadians choose to like it or not, their past, present and future are inextricably linked to those of the United States, by geography, culture, economics and history. One approach to arriving at an understanding of Canada and the Canadian experience is to focus on the relationship of Canada to the United States, to do a study of Canadian-American relations.

Even so, a study of Can-Am relations can be approached in a variety of ways. For example, in *Sharing a Continent* (Toronto: McGraw-Hill Ryerson, 1973), Janet Morchain classifies history as political, economic, diplomatic, military, etc., and proceeds to deal with each individually. In *Canada and the U. S.: Continental Partners or Wary Neighbours* (Scarborough, Prentice-Hall of Canada, 1973), Dick Bowles *et al* use a thematic approach. Perhaps the approach most familiar to most teachers is the chronological-topic approach, which is presented here as a sample approach to the study of Can-Am relations. It is to be assumed that each teacher will deal with the course in his/her way.

Inasmuch as the development of cognitive and communication skills are a principal objective of any history course, sample questions are best which might represent one or more inquiry approaches for dealing with the particular topics.

1. The European Discovery of America

What motivated Europeans to go wandering across the seas during the 15th and 16th centuries? Who were Columbus, Cabot, Verragano, Cartier, Raleigh and others? Why did they go? What did they accomplish? What has been their legacy?

2. Initial Efforts at Colonization

Compare Port Royal, Jamestown, Quebec, Plymouth, Massachusetts Bay. Why did people go? What sort of people went? How were these efforts financed? How did they get along with the native peoples already there? How did their new environment affect their way of life?

3. Early Staple Products of North America

Explore the concept of staple products and their role in the success or failure of a developing colony or state. Examine the relative impact of fish, fur and tobacco on the various emerging colonizing enterprises.

4. Comparative Colonial Societies: New England, New France and Acadia

Compare these three colonial societies during the late seventeenth century. How were they governed? How were their economies alike and/or different? What was their relationship to the present state? To what extent did this relationship and their differing geographies account for their differences? Examine and compare early manifestations of their social development such as emerging social structure, culture and the role of religion.

5. The Development of the North Atlantic Triangle

Examine the development of North Atlantic trading patterns by the early 18th century. What was the role of the respective home governments in the development of the colonial economies and colonial trading patterns? What was the role of private enterprise, both at home and in the colonies? How did actual colonial trading patterns compare with those denied by the parent states? Examine the extent to which a merchant class developed in the respective colonies.

6. The Struggle for North America

What were the sources of conflict between England and France? Was the struggle for control of North America inevitable? Did war in Europe have to renew war in America? Was the fall of Acadia necessary? To what extent were the fall of Acadia and Louisbourg the result of New England imperialism? How could the fall of New France have been prevented? To what extent did events in Europe determine the destiny of North America?

7. The American Revolution: Origins

Did the American Revolution really begin the day the first Puritan sailed for Massachusetts Bay? Were the interests of American and British merchants in conflict? Was the constitutional conflict legitimate or not? Was the argument over taxation the cause or the precipitant of the Revolution? Were Americans really fighting for 'rights of Englishmen'? Why did Quebec and Nova Scotia reject The Quebec Act? privateering; anti-French feeling in New England. Was it a revolution at all? What was the role of the Navy?

8. The American Revolution: Aftermath

What was the ideological and sociological significance of the Declaration of Independence? How do you explain the American 'victory'? How do you explain the boundary settlement? Was it valid? Examine the impact of the boundary settlement on: the fur trade and Indian relations in the west. Did the fisheries settlement really retard the development of the Nova Scotia economy. How did the Americans and the British handle the refugee problem.

9. The United Empire Loyalists

Who were they? How many of them were there? Which Loyalists went where? How did they get to be 'Loyalists': by choice, design or accident? How did the arrival of Loyalists alter the fundamental nature of Nova Scotia? Did the coming of the Loyalists establish a conservative tradition in Ontario? How did the arrival of the Loyalists affect the United States?

10. The Fur Trade

Examine the nature of the fur trade and how it worked. Examine the fur trade as a source of conflict between English and French (a) in Acadia, (b) in the Great Lakes region. How did the fur trade contribute to the exploration and development of the Great Lakes, Ohio Valley, the north west and the Pacific region. What was the impact of the American Revolution on the fur trade? Was it inevitable that the Hudson's Bay Company would win the conflict with the Northwest Company of Montreal?

11. The Napoleonic Wars and America

Examine the debate in the United States over which side to join. Did the United States have to get involved? What was the effect of British impressment of American sailors? Did the United States have a legitimate grievance? Did impressment indicate that Britain did not accept the results of the American Revolution? Was Jefferson's Embargo Act a case of the right motives, but the wrong solution to the problems? Did the Americans have to go to war in 1812 to establish their identity and independence? To what extent was the War of 1812 a manifestation of American imperialism? Was the Canadian reaction to American invasion in 1812 the beginning of Canadian nationalism? Was the War of 1812 the best thing that happened to Nova Scotia merchants during the 19th century? In light of history, has the Rush-Bagot agreement been a good thing for Canadian identity?

12. Emerging Identities

To what extent was there an American national identity prior to the American Revolution? To what extent did each of the following contribute to the growth of an American nationalist feeling? Constitutional Convention, 1787, the political leadership in such men as Washington, Jefferson, Jackson, Lincoln, the War of 1812, the beginnings of American literature during the 19th century, the Manifest Destiny movement of the 1840's?

Examine the movement for local self-government in British North America. To what extent was it the manifestation of an emerging and identifiable society? Do the Rebellions of 1837 give Canada a revolutionary tradition? What was the role of linguistic-cultural (i.e., English vs French) conflict as a part of the British reaction to the Rebellions? Did Durham really understand the fabric of British North American society? Did he prepare the right solutions? Was the granting of responsible government Britain's gift (i.e., as result of British move to free trade) or Joseph Howe, Robert Baldwin, Louis Lafontaine's victory? Did the granting of local self-government largely guarantee that the colonial world would stay within the British Empire?

13. Confederation

Trace the idea of British North American union from its origins in 1763 to 1858. To what extent were early suggestions of unions the result of fear of the United States? Did either the Manifest Destiny movement in the United States during the 1840's or the Annexation Manifesto of 1849 really pose a serious threat to the survival of British North America? Did the Reciprocity Treaty of 1854 serve to the advantage of people on both sides of the border? Did its reservation pose a serious threat to the level of prosperity in British North America? Did presumed Canadian sympathy for the South during the American Civil War pose an apparent or real threat to British North America after the war? Did the Fenians pose a serious threat to British North America? Would the exigencies of British and Canadian politics have led to union regardless of factors relating to the United States? To what extent were the Anti-Confederate movements in Nova Scotia and New Brunswick the result of hitherto close relations between the Maritimes and New England?

14. Evolution of Canadian Independence

Examine each of the following and show the contribution and role of each as a part of the evolution of Canadian independence: Treaty of Washington, Alaska Boundary Dispute, Halibut Treaty, establishment of the first Canadian legation abroad, and the Statute of Westminster.

15. Macdonald's National Policy

Was the building of the Canadian Pacific Railway the key to the completion of Confederation? Was the tariff the key to Canadian economic development and survival, or the inspiration for the establishment of a branch plant economy? Has there been a role for reciprocity of trade in whole or part between Canada and the United States since 1867? Examine the Canadian economy today: is foreign ownership the villain or scapegoat of Canadian economic and political problems? What is the cost of Canadian ownership and content legislation? Who controls Canada: Canadians or multi-nationals? Affluence: myth or reality in Canada and the United States.

16. The United States and Canadian Identity

Is it possible to define a Canadian identity distinct from the United States? To what extend do *la survivance des Québecois*, and membership in the Commonwealth make us different? Examine the difference between a society which seeks to be a 'melting pot', and one which seeks to be multi-cultural and multi-ethnic. How have the varying geography and climate of Canada and the United States made them different? Is it possible for Canadians to establish their own identity regardless of the impact of American cultural imperialism through radio, television, magazines and publishing? Canadian defense policy: myth or reality? Can Canada ever have an independent defense policy?

17. Comparative Political Systems

What are the relative results of: republicanism as opposed to monarchy, integrated executive and legislative branches of government vs division of powers and checks and balances, a written constitution vs whatever we have. Can there be a Canadian Watergate?

18. Contemporary Canada and the United States: Response to Common Problems

The Great Depression: Who coped better and why? The treatment of minorities: Where is a person of a minority ethnic group better off? Native Peoples: Where do they fit? Organized crime: a global or North American problem? Is there a difference between crime in Canada or the United States?

PART VII - BIBLIOGRAPHY

This short bibliography will acquaint teachers with some of the materials available of a general or survey nature. These materials include books, series of books, audio-visual materials, and multi-media materials. There is also a section relating to professional materials.

A more detailed bibliography will be available at a later date. Included in this later publication will be lists of books, series of books, audio-visual and multi-media materials relating to Canadian, British, ancient/medieval and modern western history.

Teachers are advised that all of these materials have not been evaluated, and that reference should be made to the distributors/publishers catalogues for further details.

In many cases, the distributor of the material has been given; the distributor may or may not be the publisher.

RESOURCES--GENERAL AND SURVEY

I. Books

Cantor. *Western Civilization: Its Genesis and Destiny.* (3 books). Agincourt: Gage Publishing Ltd.

Carroll, *et al. The Development of Civilization.* (3 books). Agincourt: Gage Publishing Ltd.

Durant, Will & Ariel. *The Lessons of History.* New York: Simon and Schuster, 1968.

Fenton, Ed. *32 Problems in World History,* (Revised 1972), Agincourt: Gage Publishing Ltd.

Fenton. *Humanities in Three Cities.* Toronto: Holt, Rinehart and Winston, 1970.

Ford. *Tradition and Change in Four Societies.* Toronto: Holt, Rinehart and Winston, 1970.

Good; Fenton. *The Shaping of Western Society.* Toronto: Holt, Rinehart and Winston, 1974.

Langer, William L. *An Encyclopaedia of World History.* Boston: Houghton-Mifflin Co. 1968 edition.

Leinwand, Gerald. *The Pageant of World History*, Toronto: Allyn & Bacon, 1974.

Patter, Robert R. *Myths and Folk Tales Around the World*. Markham: Globe Book Co.

Staurianas, Leften, *et al*. *A Global History of Man*. Toronto: Allyn & Bacon, 1974.

Readings in World History. Toronto: Allyn & Bacon, 1970.

Toynbee, Arnold. *Milestones of History (One Hundred Decisive Events in The History of Mankind)*. New York: W.W. Norton and Co. Inc. 1971.

Toynbee, Arnold. *The Study of History*. Toronto: Oxford University Press, 1972.

Wallbank; Mitchell, (eds). *World History: The Clash of Ideas*. Agincourt: Gage Publishing Ltd.

Wallbank; Shrier. *Living World History*, Fourth Edition, Agincourt: Gage Publishing Ltd.

Walsh, Gerald. *A Global History (1870 to the Present)*. Toronto: McClelland & Stewart Ltd.

Ward, W.E.F. *The World Today*. Agincourt: Methuen Publications 1973.

Weitzman, David & Richard E. Gross. *The Human Experience* (World Cultures Studies). Boston: Houghton-Mifflin Co. 1974.

II. Series of Books

Adventures in History Series. Marion (Ohio): American Heritage Publishing Co. *Captain Cook and the South Pacific; D-Day, The Invasion of Europe; Master Builders of the Middle Ages; Constantinople City of the Golden Horn; Pharaohs of Egypt; The Search for Early Man; Alexander the Great; Russia in Revolution;* many others.

American Heritage Books. Marion (Ohio): American Heritage Publishing Co. *The 20's and 30's; World War I; World War II; The Civil War;* and others.

Archive Series. Toronto: Macmillan Company of Canada Ltd. Titles include: *Stalin and the Making of Modern Russia; The Spanish Civil War; Crime and Punishment in the Nineteenth Century; Durham and Canada: Crisis of Self-Government,* others.

Art of the World Series. New York: Keystone Press. Titles include: *The Art of Crete and Early Greece; The Art of Classical Greece; The Art of Rome and Her Empire;* others.

Cambridge Introduction to History, The. Don Mills: J.M. Dent and Sons. (Trevor Cairns - ed.) *The Birth of Modern Europe; People Become Civilized; The Romans and Their Empire; Barbarians, Christians, and Muslims; The Middle Ages; Europe and the World.*

Cambridge Introduction to the History of Mankind, The. Toronto:Macmillan Company of Canada Ltd. (Trevor Cairns.) Titles are: *Men Become Civilized; The Romans and Their Empire: Barbarians, Christians and Muslims; The Middle Age; Europe Finds the World; The British of Modern Europe.*

Concepts for Social Studies Series. Toronto: Collier-Macmillan Canada Ltd. 1975. Titles include: *Humankind* (Anthropology and the Anthropologist); *Ahead of Us. . .The Past* (History and the Historian); *Questions are the Answer* (Social Scientific Method); *The Endless Chain* (Cause and Effect); *The Arena of Values* (Freedom and Equality); *The Invisible Castle* (Institutions); and others.

Curriculum Resource Books. Toronto: McClelland and Stewart Ltd. Titles include: *The Northland: Studies of the Yukon and the Northwest Territories* (Wolforth); *Today's World: Selected Sources - from 1688 to Modern Times* (Lower); *The First Million Years: Selected Sources - From Prehistory to the Christian Era* (Cottingham); *East and West: Selected Sources from the Fall of Rome to 1700* (Cottingham); others.

Era Histories. Agincourt: Methuen Publications. (Martin Ballard, Peter Mathias - Editorial Consultants.) Titles include: *Era 1: Home and Empire AD 41-122; Era 6: Kings and Countries: The Age of Elegance 1684-1716; Era 8: The Age of Progress 1848-1866;* others.

European History in a World Perspective, (Third Edition). Toronto: D.C. Heath & Company, 1975. (Shephard B. Slough, gen. ed.). Available in 2 volume or 3 volume edition.

Footprints in Time Series. Don Mills: J.M. Dent & Sons. *Footprints in Time: Discovery* (Trant); *Footprints in Time: Canada* (H. Murray Smith); *Footprints in Time: Britain* (E. Richardson, J. Thexton.)

Great Ages of Man Series. (Time-Life) G.L.C. Titles include: *Ancient Egypt; Early Islam; Historic India; Age of Faith; Rise of Russia; Twentieth Century;* and others.

Harrap World History Program. Toronto: Clarke, Irwin & Co. Total series to consist of 68 titles. Titles include: *The Agricultural Revolution; The Industrial Revolution; The French Revolution; The Communications Revolution; The Cold War; Leonardo da Vinci; The Ancient Near East.*

History of the English-Speaking Peoples, A. Toronto: McClelland & Stewart. 1956-1958. (Winston Churchill.) *The Birth of Britain; The New World; The Age of Revolution; The Great Democracies.*

History of the Modern World. (Macdonald) G.L.C. (R. J. Unstead - gen. ed.) *World War One; World War Two; The Twenties; The Thirties.*

Horizon Books, The. Marion (Ohio): American Heritage Publishing Co. *Russia; China; Africa; Vanishing Primitive Man; British Empire; Middle Ages; Renaissance;* and others.

Human Adventure Series, The. Toronto: Allyn & Bacon, 1975. *Ancient Civilization; Four World Views; Greek and Roman Civilization; The Interaction of Cultures;* and others.

Inquiries Into the Living Past. Toronto: Collier-Macmillan Canada Ltd. 1975. (Margareta Faissier, series ed.) Titles include: *First Cities: The World of Ancient Sumer* (Jones); *A World unto Itself: Life in a Medieval Village* (Beech); *Women on the Move: Struggles for Equal Rights in England* (Trecker); *Years of Upheaval; Revolution in Modern China* (Marsh); and others.

Jackdaws. Toronto: Clarke, Irwin & Co. Collections of primary and secondary sources on many events and persons in history. Canadian - *Confederation, Riel, Wolfe at Quebec, Fur Trade,* others. British - *Magna Carta, 1066, The Murder of Thomas Beckett, The Tower of London,* others.

Longman Secondary Histories. Don Mills: Longman Canada Ltd. (R. J. Cootes, L. E. Snellgrove.) Titles are: *The Ancient World; The Middle Ages; The Early Modern Age; Britain Since 1700; The Modern World Since 1870.*

Making the Modern World. Don Mills: Longman Canada Ltd. (John Robottom, ed.) Titles are: *Britain, Europe, Asia, Russia, America, Africa* and *The Middle East.*

Methuen Outlines. Agincourt: Methuen Publications. Titles include: *Industrialization; Mussolini and The Rise of Italian Fascism; The Vikings; Ancient Egypt; Norman England;* others.

Modern Times Series. Don Mills: Longman Canada Ltd. Titles include: *Western Europe After Hitler* (Elliott); *Bismarck, the Kaiser and Germany* (Elliott); and others.

Other titles, with accompanying records, include *World War One* (Gibbons and Morican), *Franco and the Spanish Civil War* (Snellgrove), and others.

Patterns of Civilization: Europe. Agincourt: Gage Educational Publishing Ltd., 1973. Units include: *The Classical World; Rationalism and Romanticism; A Century of Isms; Dictators and Demogogues;* and others.

Other Patterns. . .include *Africa, Asia, America.*

Picture Reference Books. (Brockhampton Press). Don Mills: Musson Book Co. Titles include: *Elizabethans; Railways; Costumes; Parliament; Ancient Egyptians;* others.

Problems in European Civilization Series. Toronto: D. C. Heath & Company. (John Ratté). Titles include: *The Austrian Empire; Protestantism, Capitalism, and Social Science; The Renaissance;* and others.

Story of Civilization Series, The. New York: Simon & Schuster. 1954-1976. (Will Durant, Will and Ariel Durant.) Titles include: *Our Oriental Heritage; Caesar and Christ; The Age of Reason Begins;* and others.

Story of Western Man, The. Toronto: Clarke, Irwin & Co. Ltd. 1968-69. John C. Ricker and John T. Saywell. *The Emergence of Europe; Europe and the Modern World.*

Then and There Series. Don Mills: Longman Canada Ltd. 106 booklets on important moments, from ancient to modern times; many in British history, and a few from American and ancient history.

Time-Life Library of Art. GLC. *World of Cezanne; World of Goya; World of Michelangelo; World of Whistler;* and many others.

Today is History Series. Toronto: Copp-Clark Publishing Co. Titles include: *The Monarchy; The Press; Strike or Bargain? (Story of Trade Unionism);* and others.

West and The World Series, The. Toronto: Macmillan Company of Canada Ltd. 5 groups of 3 titles each. Grouping are: *The Eighteenth Century* (Creal), *The Industrial Revolution* (Gidney), *The Era of the Third Reich* (Granatstein), *The Greek Period* (Perry), *The Roman Period* (Parry).

Western Man and the Modern World. Don Mills: Pergamon of Canada Ltd. 5 volumes: *Origins of Western Civilization; Rivalry, Reason and Revolution; Industrialism, Imperialism and War; The Western World Today; Africa.* (Complement series of filmstrips of same name).

World History Study Lessons. Scarborough: McGraw-Hill Ryerson. 1966. (Abramowitz) Set of 9 unit booklets from *Ancient World & Middle Ages* to *World Since 1945.*

World History Through Inquiry. Agincourt: Gage (Messialas, Zevin) *Looking Into History, Social Structure, Political Systems* and others.

III. Audio-Visual; Multi-Media

Games

Longman Games Project. Culver City: Social Studies School Service. Series of simulation games covering many topics in world history. Each game fully described in an 8" x 12" student manual. Included are all the necessary tables, maps, and record sheets to play the game, extensive background materials, descriptions of all the roles, and many historic illustrations. Teaching guide suggests ways to organize and score game. Each set includes 30 copies of the student manual and 1 teaching guide. *The Norman Conquest, Trade and Discovery, Congress of Vienna, Frontier, The Scramble for Africa, Tea Clipper Race, Bread Line, Beef Cattle in Northern Australia, Village and Enclosure.*

Kits

Newslab. Don Mills: SRA. Supplement for Grades 4-8. Activity cards designed to help children read and interpret a newspaper.

Newslab II. Don Mills: SRA. Supplement for Grades 6-10. Similar to *Newslab*. Provides opportunities for the student to explore and analyse the daily newspaper, reinforce and polish skills already acquired, and teach more advanced skills.

Researchlab. Don Mills: SRA. Supplement for Grades 4-8. Individualized program for developing basic research skills.

Scoop. (The Newspaper in the Classroom). Stratford: Scholar's Choice. Activity cards. Teacher guide.

Maps

World History Maps. Agincourt: Gage Publishing (Palmer - ed.) 32 maps including: Growth of Civilization; Alexander's Empire and Hellenistic World, 3rd Century B.C.; Europe about 1560; Unification of Italy, World War II.

Records

Canada, A Time to Remember. Agincourt: Book Society Series of 14 LP's giving a province by province historical narrative.

Historical records. Marion (Ohio): American Heritage Publishing Co. The Music of Primitive Man; Music of the 1920's and 1930's; Music for a Medieval Day; The Music of Russia; World War I; Historic Music and Dance; and others.

Story of Great Music. Agincourt: G L C Include: Age of Elegance; Early Twentieth Century; From the Renaissance; and others.

Slides

World History 400. Don Mills: Longman Canada Ltd. 500 slides illustrating facts and trends in World History - maps, charts, time lines. Available in 7 cartridges including: Prehistoric Man; Ancient India/China; Europe in 1815; Imperialism; World Since 1945: Atlas.

World Myths and Folk Tales. Markham: Globe Book Co. 8 colour sound filmstrips with records or cassettes, teaching guide.

Tapes

A Fork in the Road. Don Mills: Thomas Nelson & Sons Ltd. 25 key historical speeches interpreted; stimulating questions and open-ended discussion. Booklet. Available singly or series, reel or cassette. Sample titles: 341 B.C. Demosthenes warns Athens against Philip of Macedonia; 1940: Prime Minister Churchill guards England for war.

Transparencies and Duplicating Masters

Black History series. (Milliken). Stratford: Scholar's Choice. 12 full color transparencies, 6 duplicating masters. Titles are: The African Experience; The Black Experience Part 1; . . . Part 2.

History of Man series. (Milliken). Stratford: Scholar's Choice. 12 full-color transparencies, 4 duplicating masters. Titles include: Prehistoric Man; Ancient Egypt; Troy, Crete and Mycenae; Greece--The Hellenistic Age; others and

12 full-color transparencies, 12 duplicating pages. Titles include: Rome; Medieval, Book 2; The Age of Exploration; The Age of Enlightenment.

Wallbank World History Program (for the Overhead Projector). Agincourt: Gage. (Fenton). 9 sets of transparencies including The Making of the Nation State and What Caused the Rise of Hitler?

World History Transparency series. Agincourt: Book Society. 3 sets of 24 each. The Growth of Civilization to 1500 A.D.; The Rise of Western Civilization, 1500-1914 A.D.; The Twentieth Century World.

RESOURCES--PROFESSIONAL

I. Books

Banks, James A. (ed.) *Teaching Ethnic Studies (Concepts and Strategies).* Washington: National Council for the Social Studies, 43rd. Yearbook. 1973.

Barr, Robert D. (ed.) *Values and You (Teaching Social Studies in an Age of Crisis).* Washington: National Council for the Social Studies. 1971.

Becker, James M. and Howard D. Mehlinger (eds.) *International Dimensions in the Social Studies.* Washington: National Council for the Social Studies, 38th. Yearbook. 1968.

Sound Filmstrips

Cemetery Studies. Scarborough: E.T.H.O.S. 2 filmstrips, 2 cassettes, teacher manuals, reading script. Tells how to use the cemetery as a learning resource.

Closer Look Into History, A. (Visual Publication). Downsview: McIntyre Educational Media. 5 sets of filmstrips with handbooks. Topics are: The Crusade (2 filmstrips); The Order of the Garter (1 filmstrip); The Elizabethan Dream (2 filmstrips); Napoleon (2 filmstrips); A Look at English Law (3 filmstrips).

First and Second World Wars, The. Scarborough: E.T.H.O.S. 4 sets of sound filmstrips; each set has 2 filmstrips with 2 cassettes and reading script.

History Through Art. (Schloat Productions) Toronto: Prentice-Hall. 9 sets of colour sound filmstrips with program guides. Each set contains 2 or 3 filmstrips with discs or cassettes. Titles include: Ancient Greece; The Baroque; The Twentieth Century.

How We Learn From History. Downsview: McIntyre Educational Media Ltd. 4 filmstrips: Our Debt to the Past; We Learned from the Indians; How We Learn About the Past; Discovering Man's Early Ancestors.

Lives of Famous Men and Women series. Pine Grove: Carman Educational Assoc. Ltd. Single filmstrips, each showing the life of one person, his/her influence on the times, as well as the chief figures and events of the day. Clive; Hernando Cortes; Disraeli; Robert Owen, Part 1; Wellington; others.

Other series include *Lives of Great Christians, Lives of Great Rulers.*

Man Changes His World. (Schloat Productions) Toronto: Prentice-Hall. 2 color sound filmstrips (discs or cassettes), program guide. Begins by tracing man's intellectual and technological development from pre-historic ages to early man. Students can see how man has survived and progressed by means of technology.

Nations of Today series. Pine Grove: Carman Educational Assoc. Each set in the series consists of four colour filmstrips, four teaching guides, 2 L.P's. France: The Country and Its People; Great Britain: The Country and Its People; Greece: The Country and Its People; Israel; and others.

Social Studies Skills Set. Downsview: McIntyre Educational Media Ltd. 2 filmstrips: Who Makes Public Opinion and Understanding Time and Chronology.

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APPENDIX

SOCIAL STUDIES SKILLS: A GUIDE TO ANALYSIS AND GRADE PLACEMENT

Eunice Johns and Dorothy McClure Fraser

Helping young people develop and use skills effectively is one of the central purposes of social studies instruction. Indeed, without an adequate command of skills, it is doubtful that students can gain the insights concerning their society or develop the habits of intellectual and social behavior that constitute the ultimate goals of the social studies program. Skills are tools for learning, both in and out of school. The student who develops a command of social studies skills during his school years and carries these skills into the adult years has laid a firm basis for continued learning throughout his life.

The chart which appears in the following pages has been developed as an aid to social studies teachers who desire to improve their teaching of social studies skills.[1] It represents an illustrative analysis of major skills areas that should be developed in social studies programs. It is organized in two parts, as follows:

Part One. Skills which are a definite but shared responsibility of the social studies

I. Locating information
II. Organizing information
III. Evaluating information
IV. Acquiring information through reading
V. Acquiring information through listening and observing
VI. Communicating orally and in writing
VII. Interpreting pictures, charts, graphs, tables
VIII. Working with others

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[1] In preparing this chart, the authors have consulted a wide range of curriculum materials and professional literature, including: Baltimore (Md.) Public Schools. Guide to Elementary Education, 1955; Buffalo (N.Y.) Public Schools. Curriculum Guide, Kindergarten-Grade Three, 1959, and Curriculum Guide, Grade Four-Six, 1959; Minneapolis (Minn.) Public Schools. Social Studies, 1957; John U. Michaelis, editor. Social Studies in Elementary Schools. Thirty-Second Yearbook. Washington, D.C.: National Council for the Social Studies, a department of the National Education Association, 1962. Chapter VI; and the body of the Yearbook in which this Appendix appears. They wish to acknowldge a particular debt to the social studies committees of the Washington County (Md.) Public Schools and of the Wilmington (Del.) Public Schools, whose draft formulations of similar charts are reflected in this chart.

Part Two. Skills which are a major responsibility of the social studies

I. Reading social studies materials
II. Applying problem-solving and critical-thinking skills to social issues
III. Interpreting maps and globes
IV. Understanding time and chronology

The chart also suggests a tentative grade placement for three levels of emphasis on each sub-skill that is identified: (1) introducing the specific skill, through planned readiness experiences; (2) developing the skill systematically; and (3) reteaching, maintaining, and extending the skill as necessary.

Thus, the chart outlines a planned, sequential program for skill development, one that cuts across subject lines and bridges the gap between the elementary and the secondary school. It may serve as a reminder to every teacher that effective teaching of skills should be a part of a cumulative program running from the early school years through high school. It may help the teacher plan so as to reinforce whatever command of skills his pupils have already attained at the same time that he leads them to a higher level of performance.

The chart may also be used by groups of social studies teachers and their colleagues in other fields as a point of departure in formulating their own alalysis and plan for the social studies skills program in their own school system. When teachers thus clarify their own purposes for teaching skills, become sensitized to their pupils' needs for skill development, and identify ways of meeting those needs, major benefit to the instructional program will result that could never come from uncritical acceptance of an already formulated program.

Throughout this *Yearbook* the point has been made that pupils develop skills most effectively when there is systematic instruction and continuing application of the skills. The following principles of learning and teaching have been emphasized as a basis for the social studies skills program:

1. The skill should be taught functionally, in the context of a topic of study, rather than as a separate exercise.

2. The learner must understand the meaning and purpose of the skill, and have motivation for developing it.

3. The learner should be carefully supervised in his first attempts to apply the skill, so that he will form correct habits from the beginning.

4. The learner needs repeated opportunities to practice the skill, with immediate evaluation so that he knows where he has succeeded or failed in his performance.

5. The learner needs individual help, through diagnostic measures and follow-up exercises, since not all members of any group learn at exactly the same rate or retain equal amounts of what they have learned.

6. Skill instruction should be presented at increasing levels of difficulty, moving from the simple to the more complex; the resulting growth in skills should be cumulative as the learner moves through school, with each level of instruction building on and reinforcing what has been taught previously.

7. Students should be helped, at each stage, to generalize the skills, by applying them in many and varied situations; in this way, maximum transfer of learning can be achieved.

8. The program of instruction should be sufficiently flexible to allow skills to be taught as they are needed by the learner; many skills should be developed concurrently.

In applying these principles, teachers should keep two cautions in mind. First, although it is possible to make a general plan for continuity in skill development, it is impossible to set a particular place in the school program where it is always best to introduce a specific skill. Many factors enter into the final decision of the teacher, as he works with a specific class, and the general plan can serve only as a guide to what seems to be good practice. True continuity in skill development is that which is developed within the learner, not that which can be blocked out in a general plan. Furthermore, it can never be assumed that a child has gained command of a particular skill merely because he has been exposed to it. Review and reteaching of skills that have been stressed at an earlier grade level are often necessary, even with the most capable students.

Second, the suggested grade placements indicated in the chart which follows are based on a combination of current practice and the subjective judgments of many teachers, including the authors. Both of these reflect what young people seem to be able to achieve within existing patterns of instruction. It is possible that pupils could achieve earlier and more effective command of many aspects of social studies skills if new patterns and approaches for instruction were employed. More systematic and intensive readiness experiences, for example, might enable children to profit from systematic instruction in skills at an earlier age. If so, they would gain an earlier command of tools that could enhance their learning through the rest of their school years. On the other hand, it is possible that present practice calls for instruction in some skills before the learner has developed the necessary related concepts. If so, he may not only fail for the moment, but be handicapped in later efforts

to gain control of the particular skill. Almost no research evidence exists to guide the proper grade placement of skill instruction. Evidence of this kind is urgently needed as a basis for improving the teaching of social studies skills. It is the hope of the authors that their efforts in preparing this guide to the analysis and grade placement of skill instruction will stimulate such research in the years immediately ahead.

CHART I

SOCIAL STUDIES SKILLS: A Guide To Analysis And Grade Placement *

(Code: EP, early primary; LP, late primary; EI, early intermediate; LI, late intermediate; J, junior high school; S, senior high school)

PART ONE: Skills which are a definite but shared responsibility of the social studies

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
I. Locating information			
A. Work with books			
1. Use title of books as guide to contents	EP	LP-LI	J-S
2. Use table of contents	LP	EI-J	S
3. Alphabetize	LP	EI-J	S
4. Use Index	EI	LI-J	S
5. Use title page and copyright date	EI	LI-J	S
6. Use glossary, appendix, map lists, illustration lists	EI	LI-J	S
7. Distinguish between storybooks and factual books	LP-EI	LI-J	S
8. Choose a book appropriate for the purpose	LP-EI	LI-J	S
B. Find information in encyclopedias and other reference books			
1. Locate information in an encyclopedia by using key words, letters on volume, index, and cross references	EI	LI-J	S
2. Use reference works, such as Canada Year Book, World Almanac, Atlases, Statesman's Year Book	EI	LI-J	S
C. Make efficient use of the dictionary			
1. Alphabetize a list of words according to the first letter; according to the second and third letters	LP	EI-J	S
2. Use guide words	EI	LI-J	S
3. Learn correct pronunciation of a word	EI	LI-J	S
4. Understand syllabication	EI	LI-J	S
5. Choose the appropriate meaning of the word for the context in which it is used	EI	LI-J	S
D. Read newspapers, magazines, and pamphlets with discrimination			
1. Recognize these materials as sources of information about many topics, especially current affairs	LP	EI-LI	J-S
2. Select important news items	EI	LI	J-S
3. Select from these sources material that is pertinent to class activities	EI	LI-J	S
4. Learn the organization of a newspaper and how to use the index	LI	J	S
5. Learn about the sections of the newspaper	EI	LI	J-S
6. Recognize the differences in purpose and coverage of different magazines, papers and pamphlets	LI	J-S	S
E. Know how to find material in a library, both school and public			
1. Locate appropriate books	EI	LI-J	S
2. Use a book card	EI	LI	
3. Use the card catalogue to learn that –			

*Carpenter, *Skill Development in Social Studies*, 33rd Yearbook of the National Council for the Social Studies. Used with permission of the National Council for the Social Studies.

SOCIAL STUDIES SKILLS: A Guide To Analysis And Grade Placement – *Continued*

(Code: EP, early primary; LP, late primary; EI, early intermediate; LI, late intermediate; J, junior high school; S, senior high school)

PART ONE: Skills which are a definite but shared responsibility of the social studies – *Continued*

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
I. Locating information – *Continued*			
E. Know how to find material in a library, both school and public – *Continued*			
a. A book is listed in three ways – by subject, by author, and by title	EI	LI-J	S
b. All cards are arranged alphabetically	EI	LI-J	S
c. Cards have call numbers in upper left-hand corner which indicate the location on the shelf	EI	LI-J	S
d. Some author cards give more information than the title or subject card	EI	LI-J	S
e. Information such as publisher, date of publication, number of pages and of illustrations, and usually some annotation are provided	EI	LI-J	S
f. The Dewey Decimal System is a key to finding books	J	S	S
4. Use the Canadian Periodical Index, and other indexes	J	S	S
F. Gather facts from field trips and interviews			
1. Identify the purpose of the field trip or interview	EP	LP-J	S
2. Plan procedures, rules of behavior, questions to be asked, things to look for	EP	LP-J	S
3. Take increasingly greater initiative in the actual conduct of the field trip or interview	EP	LP-J	S
4. Evaluate the planning and execution of the field trip or interview	EP	LP-J	S
5. Find acceptable ways to open and close an interview	LP	EI-J	S
6. Express appreciation for courtesies extended during the field trip or interview	EP	LP-J	S
7. Record, summarize, and evaluate information gained	EP	LP-S	S
G. Be selective in using audiovisual materials	EP-LL	J	S
(See Acquiring information through listening and observing; and Interpreting pictures, charts, graphs, tables; Part One, Sections V, VII.)			
H. Use maps and globes in developing geographic skills	LP	EI-J	S
(See Interpreting maps and globes, Part Two, Section III.)			
II. Organizing information			
A. Make an outline of topics to be investigated and seek material about each major point, using more than one source	EI	LI-S	S
B. Select the main idea and supporting facts	EI	LI-S	S
C. Compose a title for a story, picture, graph, map or chart	EP	LP-LI	J-S

SOCIAL STUDIES SKILLS: A Guide To Analysis And Grade Placement – *Continued*

(Code: EP, early primary; LP, late primary; EI, early intermediate; LI, late intermediate; J, junior high school; S, senior high school)

PART ONE: Skills which are a definite but shared responsibility of the social studies – *Continued*

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
II. Organizing information – *Continued*			
D. Select answers to questions from material heard, viewed, or read	EP	LP-J	S
E. Take notes, making a record of the source by author, title, page	LI	J-S	S
F. Classify pictures, facts, and events under main headings or in categories	LP	EI-J	S
G. Arrange events, facts, and ideas in sequence	EP	LP-J	S
H. Make simple outlines of material read, using correct outline form	LI	J-S	S
I. Write a summary of main points encountered in material	EI	LI-S	S
J. Make a simple table of contents	LP	EI-J	S
K. Make a bibliography	LI	J	S
III. Evaluating information			
A. Distinguish between fact and fiction	EP	LP-J	S
B. Distinguish between fact and opinion	LI	J-S	S
C. Compare information about a topic drawn from two or more sources to recognize agreement or contradiction	LP	EI-J	S
D. Consider which source of information is more acceptable, and why	LP	EI-S	S
E. Examine reasons for contradictions, or seeming contradictions, in evidence	J	J-S	S
F. Examine material for consistency, reasonableness, and freedom from bias	J	J-S	S
G. Recognize propaganda and its purposes in a given context	J	J-S	S
H. Draw inferences and make generalizations from evidence	EP	LP-S	J-S
I. Reach tentative conclusions	EP	LP-S	J-S
IV. Acquiring information through reading			
A. Skim to find a particular word, get a general impression, or locate specific information	LI	J-S	S
B. Read to find answers to questions	EP	LP-J	S
C. Make use of headings, topic sentences, and summary sentences to select main ideas and differentiate between main and subordinate ideas	EI	LI-J	S
D. Select the statements that are pertinent to the topic being studied	LP	EI-J	S
E. Make use of italics, marginal notes, and footnotes to discover emphasis by author	LI	J-S	S
F. Consciously evaluate what is read, using the approaches suggested in Section III above	LI	J-S	S
V. Acquiring information through listening and observing			
A. Listen and observe with a purpose	EP	LP-J	S

SOCIAL STUDIES SKILLS: A Guide To Analysis And Grade Placement – *Continued*

(Code: EP, early primary; LP, late primary; EI, early intermediate; LI, late intermediate; J, junior high school; S, senior high school)

PART ONE: Skills which are a definite but shared responsibility of the social studies – *Continued*

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
V. Acquiring information through listening and observing *Continued*			
B. Listen attentively when others are speaking	EP	LP-J	S
C. Identify a sequence of ideas and select those that are most important	LP	EI-J	S
D. Relate, compare, and evaluate information gained through listening and observing with that gained from other sources of information	LP-EI	LI-J	S
E. Adjust to a speaker's voice and delivery and to the physical conditions of the situation	LP	EI-J	S
F. Reserve judgment until the speaker's entire presentation has been heard	J	J-S	S
G. Take notes while continuing to listen and to observe	J	J-S	S
H. Analyze video and audio presentations, e.g., films, pictures, models, exhibits, and other graphic materials concerned with social studies topics	J	J-S	S
VI. Communicating orally and in writing			
A. Speak with accuracy and poise			
1. Develop an adequate vocabulary	EP	LP-J	S
2. Choose the appropriate word	EP	LP-J	S
3. Pronounce words correctly and enunciate clearly	EP	LP-J	S
4. Talk in sentences	EP	LP-J	S
5. Prepare and use notes in presenting an oral report, giving credit when material is quoted	EI	LI-S	S
6. Keep to the point in all situations involving oral expression	EP	LP-J	S
7. Develop self-confidence	EP	LP-J	S
8. Exchange ideas through discussion, either as leader or participant	EP	LP-J	S
9. Respect limitations of time and the right of others to be heard	EP	LP-J	S
B. Write with clarity and exactness			
1. Collect, evaluate, and organize information around a clearly defined topic (see Sections I-V above)	LI	J-S	S
2. Write independently, avoiding copying from references	EI-LI	J-S	S
3. Give credit for quoted material	LI	J-S	S
4. Use standard English	LI	J-S	S
5. Include a bibliography to show source of information	EI	LI-J	S
6. Include footnotes when necessary	J	J-S	S
7. Apply the skills being developed in printing, writing, spelling, punctuating, capitalizing, and arranging written work	LP	EI-J	S
8. Proofread and revise	LI	J-S	S

SOCIAL STUDIES SKILLS: A Guide To Analysis And Grade Placement – *Continued*

(Code: EP, early primary; LP, late primary; EI, early intermediate; LI, late intermediate; J, junior high school; S, senior high school)

PART ONE. Skills which are a definite but shared responsibility of the social studies – *Continued*

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
VII. Interpreting pictures, charts, graphs, tables			
A. Interpret pictorial materials			
1. Recognize these materials as sources of information	EP	LP-J	S
2. Distinguish between types of pictorial material, recognize the advantages of each, and recognize the need for objectivity in interpretation	EI	LI-J	S
3. Note and describe the content of the material, both general and specific	EP	LP-LI	J-S
4. Interpret by applying related information and use the material as one basis for drawing conclusions	EP	LP-J	S
B. Interpret cartoons			
1. Recognize these materials as expressing a point of view and interpret the view expressed	LI	J-S	S
2. Note and interpret the common symbols used in cartoons	LI	J-S	S
C. Study charts			
1. Understand the steps in development indicated	LI	J-S	S
2. Trace the steps in the process shown	LI	J-S	S
3. Compare sizes and quantities	LI	J-S	S
4. Analyze the organization or structure	LI	J-S	S
5. Identify elements of change	LI	J-S	S
D. Study graphs and tables			
1. Understand the significance of the title	EI	LI-J	S
2. Determine the basis on which the graph or table is built and the units of measure involved	EI	LI-J	S
3. Interpret the relationships shown	EI	LI-J	S
4. Draw inferences based on the data	EI	LI-J	S
E. Construct simple graphs, charts, tables, and other pictorial materials (including cartoons)	EI	LI-J	S
F. Relate information derived from pictures, charts, graphs, and tables with that gained from other sources	LI	I	S
VIII. Working with others			
A. Respect the rights and opinions of others	EP	LP-S	S
B. Understand the need for rules and the necessity for observing them	EP	LP-S	S
C. Take part in making the rules needed by the group	EP	LP-S	S
D. Accept the role of leader or follower, as the situation requires	EP	LP-S	S
E. Profit from criticism and suggestions	EP	LP-S	S
F. Distinguish between work that can be done most efficiently by individuals and that which calls for group effort	EP	LP-S	S
G. Use the rules of parliamentary procedure when needed	LI	I	S

SOCIAL STUDIES SKILLS: A Guide To Analysis And Grade Placement – *Continued*

(Code: EP, early primary; LP, late primary; EI, early intermediate; LI, late intermediate; J, junior high school; S, senior high school)

PART TWO: Skills which are a major responsibility of the social studies

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
I. Reading social studies materials			
A. Understand an increasing number of social studies terms	EP	LP-S	S
B. Learn abbreviations commonly used in social studies materials	EI	LI-J	S
II. Applying problem-solving and critical-thinking skills to social issues			
A. Recognize that a problem exists	EP	LP-J	S
B. Define the problem for study	EP	LP-J	S
C. Review known information about the problem	EP	LP-J	S
D. Plan how to study the problem	EP	LP-J	S
E. Locate, gather, and organize information (For detailed analysis, see Part One, Section I.)	EP	LP-J	S
F. Interpret and evaluate information (For detailed analysis, see Part One, Section III.)	EP	LP-J	S
G. Summarize and draw tentative conclusions	EP	LP-J	S
H. Recognize the need to change conclusions when new information warrants	EP	LP-J	S
I. Recognize areas for further study	EP	LP-J	S
J. Use problem-solving techniques in meeting personal and societal problems	EP-LP	EI-J	S
III. Interpreting maps and globes			
A. Orient the map and note directions			
1. Use cardinal directions in classroom and neighborhood	LP	EI-J	
2. Use intermediate directions, as southeast, northwest	EI	LI-J	S
3. Use cardinal directions and intermediate directions in working with maps	EI	LI-J	S
4. Use relative terms of location and direction as near, far, above, below, up, down	EP	LP-J	S
5. Understand that north is toward the North Pole and south toward the South Pole on any map projection	LP-EI	LI-J	S
6. Understand the use of the compass for direction	EI	LI-J	S
7. Use the north arrow on the map	EI	LI-J	S
8. Orient desk outline, textbook, and atlas maps correctly to the north	EI	LI-J	S
9. Use parallels and meridians in determining direction	EI	LI-J	S
10. Use different map projections to learn how the pattern of meridians and that of parallels differ	EI	LI-J	S
11. Construct simple maps which are properly oriented as to direction	EI	LI-J	S

SOCIAL STUDIES SKILLS: A Guide To Analysis And Grade Placement – *Continued*

(Code: EP, early primary; LP, late primary; EI, early intermediate; LI, late intermediate; J, junior high school; S, senior high school)

PART TWO: Skills which are a major responsibility of the social studies – *Continued*

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
B. Locate places on maps and globes			
1. Recognize the home city and province on a map of Canada on a globe	EI	LI-J	S
2. Recognize land and water masses on a globe and on a variety of maps – physical-political, chalkboard, weather, etc.	LP	EI-J	S
3. Identify on a globe and on a map of the world, the equator, tropics, circles, continents, oceans, large islands	EI	LI-J	S
4. Use a highway map for locating places by number-and-key system; plan a trip using distance, direction, and locations	EI	LI-J	S
5. Relate low latitudes to the equator and high latitudes to the polar areas	EI	LI-J	S
6. Interpret abbreviations commonly found on maps	EI	LI-J	S
7. Use map vocabulary and key accurately	EI	LI-J	S
8. Use longitude and latitude in locating places on wall maps	LI	J	S
9. Use an atlas to locate places	LI	J	S
10. Identify the time zones of Canada and relate them to longitude	EI	LI-J	S
11. Understand the reason for the International Date Line, and compute time problems of international travel	J	S	S
12. Consult two or more maps to gather information about the same area	EI	LI-J	S
13. Recognize location of major cities of the world with respect to their physical setting	EI	LI-J	S
14. Trace routes of travel by different means of transportation	EI	LI-J	S
15. Develop a visual image of major countries, land forms, and other map patterns studied	EI	LI-J	S
16. Read maps of various types which show elevation	EI	LI-J	S
17. Understand the significance of relative location as it has affected national policies	LI	J-S	S
18. Learn to make simple sketch maps to show location	LP	EI-J	S
C. Use scale and compute distances			
1. Use small objects to represent large ones, as a photograph compared to actual size	EP	LP-J	S
2. Make simple large-scale maps of a familiar area, such as classroom, neighborhood	EP	LP-J	S
3. Compare actual length of a block or a mile with that shown on a large-scale map	EI	LI-J	S
4. Determine distance on a map by using a scale of miles	EI	LI-J	S

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SOCIAL STUDIES SKILLS: A Guide To Analysis And Grade Placement *Continued*

(Grade: EP, early primary; LP, late primary; EI, early intermediate; LI, late intermediate; J, junior high school; S, senior high school)

PART TWO: Skills which are a major responsibility of the social studies – *Continued*

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
III. Interpreting maps and globes – *Continued*			
C. Use scale and compute distances – *Continued*			
5. Compare maps of different size of the same area	EI	LI-J	S
6. Compare maps of different areas to note that a smaller scale must be used to map larger areas	EI	LI-J	S
7. Compute distance between two points on maps of different scale	EI	LI-J	S
8. Estimate distances on a globe, using latitude; estimate air distances by using a tape or a string to measure great circle routes	LI	J	S
9. Understand and use map scale expressed as representative fraction, statement of scale, or bar scale	LI	J	S
10. Develop the habit of checking the scale on all maps used	EI	LI-J	S
D. Interpret map symbols and visualize what they represent			
1. Understand that real objects can be represented by pictures or symbols on a map	EP	LP-J	S
2. Learn to use legends on different kinds of maps	EI	LI-J	S
3. Identify the symbols used for water features to learn the source, mouth, direction of flow, depths, and ocean currents	EI	LI-J	S
4. Study color contour and visual relief maps and visualize the nature of the areas shown	LI	J	S
5. Interpret the elevation of the land from the flow of rivers	LI	J	S
6. Interpret dots, lines, colors, and other symbols used in addition to pictorial symbols	EI	LI-J	S
7. Use all parts of a world atlas	J	S	S
E. Compare maps and draw inferences			
1. Read into a map the relationships suggested by the data shown, as the factors which determine the location of cities	EI	LI-J	S
2. Compare two maps of the same area, combine the data shown on them, and draw conclusions based on the data	EI	LI-J	S
3. Recognize that there are many kinds of maps for many uses, and learn to choose the best map for the purpose at hand	EI	LI-J	S
4. Understand the differences in different map projections and recognize the distortions involved in any representation of the earth other than the globe	LI	J	S
5. Use maps and the globe to explain the geographic setting of historical and current events	LI	J	S

SOCIAL STUDIES SKILLS A Guide To Analysis And Grade Placement – *Continued*

(Code: EP, early primary; LP, late primary; EI, early intermediate; LI, late intermediate; J, junior high school; S, senior high school)

PART TWO: Skills which are a major responsibility of the social studies – *Continued*

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
III. Interpreting maps and globes – *Continued*			
E. Compare maps and draw inferences – *Continued*			
6. Read a variety of special-purpose maps and draw inferences on the basis of data obtained from them and from other sources	J	I	S
7. Infer man's activities or way of living from physical detail and from latitude	EI	LI-J	S
IV. Understanding time and chronology			
A. Develop an understanding of the time system and the calendar			
1. Learn to tell time by the clock	EP	LP	LI
2. Use names of the days of the week in order	EP	LP	EI
3. Use names of the months in sequence	EP	LP	EI
4. Use calendar to find dates of special events and to determine length of time between important dates	EP	LP-LI	I
5. Associate seasons with particular months in both northern and southern hemispheres	EP	LP-LI	J-S
6. Understand the relation between rotation of the earth and day and night	LP	EI-J	S
7. Understand the system of time zones as related to the rotation of the earth	LP	EI-J	S
8. Understand the relation between the earth's revolution around the sun and a calendar year	LP	EI-J	S
9. Accumulate some specific date-events as points of orientation in time	EI	LI-S	S
10. Comprehend the Christian system of chronology – B.C. and A.D.	EI	LI-J	S
11. Use the vocabulary of definite and indefinite time expressions			
a. Use such definite time concepts as second, minute, yesterday, decade, century	EI	LI-J	S
b. Use such indefinite time concepts as past, future, long ago, before, after, meanwhile	EP	LP-J	S
12. Acquire a sense of prehistoric and geological time	J	J-S	S
13. Learn to translate dates into centuries	EI	LI-J	S
B. Develop an understanding of events as part of a chronological series of events and an understanding of the differences in duration of various periods of time			
1. Recognize sequence and chronology in personal experiences, as the school day, weekly schedule, etc.	LP	EI-LI	
2. Learn to arrange personal experiences in order	EP	LP-LI	

SOCIAL STUDIES SKILLS: A Guide To Analysis And Grade Placement – *Continued*

(Code: EP, early primary; LP, late primary; EI, early intermediate; LI, late intermediate; J, junior high school; S, senior high school)

PART TWO. Skills which are a major responsibility of the social studies – *Continued*

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
IV. Understanding time and chronology – *Continued*			
B. Develop an understanding of events as part of a chronological series of events and an understanding of the differences in duration of various periods of time – *Continued*			
3. Comprehend sequence and order as expressed in first, second, third, etc.	EP	LP-LI	
4. Learn to think of the separation of an event from the present in arithmetical terms	EI	LI-J	S
5. Learn to figure the length of time between two given dates	EI	LI-J	S
6. Understand differences in duration of various historical periods	J	J-S	S
7. Understand and make simple time lines	EI	LI-J	S
8. Use a few cluster date-events to establish time relationships among historic events	EI	LI-S	S
9. Learn to relate the past to the present in the study of change and continuity in human affairs	EI	LI-S	S
10. Learn to formulate generalizations and conclusions about time in studying the development of human affairs	J	J-S	S